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ABSTRACT

This annotated bibliography was prepared to identify work force preparation issues and their implications for vocational teacher preparation. The bibliography was compiled to provide a broad-based, representative review of the recent literature and documents dealing with trends and issues concerning the workforce preparation of youth and adults in the United States. Sources included the following: library computer information searches, "Books in Print," catalogs, organizations, government agencies, research centers, policy institutes, and a review of databases. The bibliography contains 76 books, 7 chapters in books, 43 reports of organizations, 48 journal articles, and 2 conference presentations. It also provides names, addresses, and telephone numbers for 105 information sources on work force preparation issues in the United States. (KC)

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An Annotated Bibliography on Workforce Preparation Issues in the United States

by

Nevin R. Frantz, Jr.

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AN ANNOTATED BIBLIOGRAPHY ON WORKFORCE PREPARATION ISSUES IN THE UNITED STATES

by

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INTRODUCTION

The need for a well-prepared workforce is an issue of vital concern for the United States as well as for the other industrialized nations. The growing demands of an international marketplace, rapidly changing technologies, and dramatic shifts in the organizational structures of business and industry, have created a growing interest in the workforce preparation of youth and adults. In the United States, much of the discussion is focused on improving ways to help youth make the transition from school to work. In these discussions and proposed solutions to the issues involved in workforce preparation, little attention has been given to the role of teacher education in preparing young people for entry into the world of work.

This annotated bibliography was prepared as part of a project funded by The University Council for Vocational Education (UCVE) to identify workforce preparation issues and their implications for vocational teacher preparation. The bibliography was developed as the first phase of the project which sought to provide a representative source of substantive information about current workforce preparation trends and issues in the United States. The bibliography was then shared with the institutional representatives of UCVE who identified a selected number of publications and documents deemed to have issues of importance for determining implications for vocational teacher education. The selected documents were synthesized and then reviewed by the UCVE institutional representatives to determine the implications of the workforce preparation issues and recommendations for vocational teacher education.

The bibliography was compiled to provide a broad-based, representative review of the recent literature and documents dealing with trends and issues on the workforce preparation of youth and adults in the United States. The intent was focused upon identifying those sources that represented organizations with concerns about the issues that needed to be addressed in preparing well-qualified individuals for the workplace.

The bibliography was developed using a number of sources in the identification of relevant information. First, a list of books was identified using library computer information searches, *Books in Print*, and published catalogs. Second, a concerted effort was made to contact organizations, government agencies, research centers, and policy institutes to obtain reports and publications on workforce preparation topics. These

organizations and agencies included the U. S. General Accounting Office, U. S. Departments of Education and Labor, the Economic Public Institute, National Center for Research on Vocational Education (NCRVE), National Alliance of Business, National Commission for Employment Policy, RAND, and the National Center on the Educational Quality of the Workplace. Finally, a review of databases such as ERIC was used to identify presentations and articles in journals on workforce preparation topics.

The completed annotated bibliography was an effort to provide a base of information for use in identifying major trends and issues on workforce preparation that have implications for the preparation of vocational education teachers. The publication was also found to be of value in providing information to vocational teacher educators and administrators in their quest for up-to-date information on research, policies, and practices about workforce preparation issues. The bibliography is not an exhaustive list of all the available information but is a representative source of information that hopefully will be useful to others interested in critical issues and concerns about the workforce preparation of youth and adults in the United States.

I. Annotated Bibliography of Workforce Preparation Issues in the United States

A. Books

Anderson, C., & Rampp, L. C. (1993). *Vocational education in the 1990's, II: A sourcebook for strategies, methods, and materials.* Ann Arbor, MI: Prakken Publications.

The book presents the most current thinking in areas relevant to vocational education issues. The fifteen chapters discuss topics such as youth with disabilities, sex equity programs, ethnic minority participation, and strategies for federal and private support of vocational education.

Benson, N., & Lyons, R. (1986). *Controversies over the purposes of schooling and the meaning of work: Selected readings on the history of American education.* Lanham, MD: University Press of America.

The book of readings by various contributors is designed to help clarify an understanding of the debate over the goals and responsibilities of schooling and the relationship between schools and work. Part I traces a historical perspective on the goals of schooling while Part II provides a contemporary view of schooling and work. Each author discusses the nature of schooling and offers viewpoints on what the purposes of schooling are for the meaning of work.

Beaulieu, L. S., & Mulkey, D. (Eds.). (1993). *Investing in people: The human capital needs of rural America.* Boulder, CO: Westview Press.

The book is a collection of essays on the improvement of the economic welfare of rural communities. The contributors offer a comprehensive examination of the need for the quality and capacity of human resource development for strengthening rural America.

Berryman, S. E., & Bailey, T. R. (1992). *The double helix of education and the economy.* New York: The Institute on Education and the Economy, Teachers College, Columbia University.

Berryman and Bailey synthesize the research on the changing nature of work and skills needed for the new economic environment. They discuss five mistaken assumptions about learning followed by a presentation on effective learning based on cognitive science. The final chapter makes policy recommendations and implications for improving education and in particular the use of a cognitive apprenticeship approach.

Blandow, D., & Dyren, R. M. (Eds.). (1992). *Technological literacy, competence and innovation in human resources development. Proceedings of the First International Conference on Technology Education.* Columbia, MO: Applied Expertise Associates.

The proceedings are a collection of presentations and discussions held at the conference. The presentees represent a number of countries and discuss issues related to technological and human resource development from an international perspective.

Block, P. (1993). *Choosing service over self-interest.* San Francisco: Berrett-Koehler.

Block shows organizations and individuals how to replace self-interest with service, entitlement with responsibility, and patriarchy with partnership, and as a result enjoy success in the marketplace. His chapter on human resources: may be especially helpful to educators.

Bolman, L., & Deal, T. (1991). *Reframing organizations: Artistry, choice and leadership.* San Francisco: Jossey-Bass.

The book is a revision of an earlier work and strives to reframe organizations by viewing them in four different ways—from (1) structural, (2) human resource, (3) political, and (4) symbolic perspectives. In the last section, chapters are presented which discuss the practice of leadership, concluding that wise leaders understand their strengths and weaknesses and work to build teams that can provide

leadership in an integrated fashion or of all four modes from structural through symbolic.

Borman, K. M. (1991). *The first real job.* Albany, NY: State University of New York Press.

This collection of case studies examines the work experiences of 25 young men and women in their first job following high school. The case studies of the young workers describe the process of making the transition from school to work. Borman addresses a number of questions about the lives of young workers in a variety of work settings and draws two major conclusions from the research findings. First, the location of the job in a particular sector of the labor market fundamentally shapes the conditions of work; second, the gender differences are readily observable in the kinds of employment opportunities available to young men and women.

Bottoms, G. (1993). *Redesigning and refocusing high school vocational studies.* Atlanta, GA: Southern Regional Education Board.

The monograph describes the efforts of the Southern Regional Education Board in "high schools that work" program. Various programs are featured that highlight the interaction of vocational and academic studies, linkages between high schools and postsecondary schools, and to work settings.

Bottoms, G., Presson, A., & Johnson, M. (1992). *Making high schools work through integrating of academic and vocational education.* Atlanta, GA: Southern Regional Education Board.

This report tracks the experiences of a group of high schools, dedicated to improving the high school experience and unlocking the potential of its students through the integration of vocational and academic education. The book offers a framework of goals, practices, and processes that high schools are using to achieve change and prepare students for the 21st century. It charts curricula for a wide range of occupations and contains practical advice on how to help vocational and

academic teachers work together, develop a challenging program of study, involve parents and the community, and guide students to make better choices.

Boyer, E. (1983). *High school: A report on secondary education in America.* Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

The report provides information about the status of American schools, delivers four essential goals, and then discusses what every student should learn. The chapter on transitions to work and learning recommends providing all students on a skill track with a core of common learning and a cluster of electives to serve individual needs and interests.

Boyett, J., & Cohn, H. (1991). *Workplace 2000: The revolution reshaping American business.* New York: Penguin Books.

The book presents the workplace of the future and changes that will occur between now and the year 2000. The demands and expectations of the new workplace along with the changes needed to accommodate them are discussed throughout. The authors emphasize that American education must also change to produce the skills and literacy needed for the Workplace 2000.

Burke, G., & Rumberger, R. (Eds.) (1987). *The future of technology on work.* New York: Falmer Press.

The book is a collection of essays from a seminar that discussed the impact of technology and work and education. The first group of essays addresses issues about technological impacts on employment and skill requirements. The second group examines issues about the implications of these changes for education, workplace reform, and government policy. The last chapter explores the possible role that both technology and education can play in improving productivity in the workplace.

Campbell, C. P., & Armstrong, R. B. (Eds.) (1993). *Workforce development in the Federal Republic of Germany*. Pittsburg, KS: Press International.

This report outlines a research project which was implemented to identify the educational and training model followed in Germany for workforce training. The authors of the 16 chapters discuss various components of the German system and the facets of the system that might have implications for the United States.

Carnevale, A. P. (1991). *America and the new economy*. San Francisco: Jossey-Bass.

Carnevale presents the new competitive reality facing America and its impact on U.S. industries. Job and skill requirement changes are discussed in the first section. Strategies are given for meeting each of the new competitive standards with investment in upgrading our main competitive advantage—the nation's workforce.

Carnevale, A. P., Gainer, L. J., & Meltzer, A. S. (1990). *Workplace basics*. San Francisco: Jossey-Bass.

This manual details the findings of the three-year ASTD/U.S. Department of labor nationwide study on the skills needed by the changing workforce. An analysis of the skills required of today's workforce and information on how to foster these skills receive particular attention by the authors.

Carnevale, A. P., Gainer, L. J., & Meltzer, A. S. (1990). *Workplace basics training manual*. San Francisco: Jossey-Bass.

A companion volume to *Workplace Basics*, this manual provides step-by-step guidelines for developing and implementing effective training programs of all kinds, and in particular workplace basics training programs. "Workplace basics" include such skills a learning how to learn; oral communications; group effectiveness; as well as reading, writing, and computation skills.

Carnevale, A. P., Gainer, L. J., & Schulz, E. R. (1990). *Training the technical work force*. San Francisco: Jossey-Bass.

This book examines the nature and role of technical training in today's workplace. The authors describe how the most effective workplace-based instructional programs are designed and managed, including a range of methods for providing training such as continuing education, apprenticeship training programs, cooperative work experiences, and customized training programs.

Carnevale, A. P., Gainer, L. J., & Villet, J. (1990). *Training in America: The organization and strategic role of training*. San Francisco: Jossey-Bass.

This book details the findings of a three-year ASTD/Department of Labor study of how today's workplace training is structured, managed, financed, and coordinated with organizational strategy. The authors analyze employer-based training, discussing who gets trained, how training funds are spent, and how approaches to training differ.

Center for Workforce Preparation. (1994). *Education visionaries: The corporate education leaders of tomorrow*. Washington, DC: Author.

This publication describes corporate America's efforts to build a better education system for tomorrow's workforce. Several corporate leaders, their visions, and programs they have fostered are discussed.

Center for Workforce Preparation. (1994). *New century workers: Effective school-to-work transition programs*. Washington, DC: Author.

This guide for community leaders deals with establishing effective school-to-work transition programs, highlighting successful school-to-work initiatives including cooperative education, school-based enterprises, internships, and apprenticeships.

Cetron, M., & Gayle, M. with Honig, B. (1991). *Educational renaissance: Our schools at the turn of the twenty-first century.* New York: St. Martin's Press.

The authors examine the reform movement in the 1980s and discuss the challenges facing American education. Various school systems are profiled and chapters on vocational education and coalitions with business present several innovative programs. The appendix lists 75 trends in education during the 1990s.

Cetron, M. with Gayle, M. E., & Soriano, B. (1985). *Schools of the future how American business and education can cooperate to save our schools.* New York: McGraw-Hill.

The book is the result of a study commissioned by the American Association of School Administrators to examine the future direction needed by American schools. The book concentrates on the events and trends that will be significant in shaping American schools during the next 20 years.

Charland, W. (1993). *Career shifting: Starting over in a changing economy.* Holbrook, MA: Bob Adams.

This consumer's guide to the changing economy explains how skills and occupations are evolving. Using a series of personal interviews and analyses of specific fields, Charland offers new ideas about retraining and the nature of work.

Charner, I., & Rolzinski, C. A. (1987). *Responding to the educational needs of the workplace: New directions for continuing education.* San Francisco: Jossey-Bass.

The sourcebook focuses on the role of continuing and postsecondary education in relationship to work and adult workers. It is particularly concerned with educational responses to changes in the economy. Each of the nine chapters examines how educational institutions have been responsible to the changing needs of adults and industry through various partnerships. A set of critical questions and issues is presented

at the end for continuing education program developers, practitioners, and policymakers.

Coates, J. F., Jarratt, J., & Mahafffie, J. B. (1990). *Future work: Seven critical forces reshaping work and the work force in North America.* San Francisco: Jossey-Bass.

The authors present seven themes or trends that are shaping the future of the workforce. Information is then provided for each trend with respect to the implications for human resource development. A workbook is also available to accompany the text.

Craig, R. L. (Ed.). (1987). *Training and development handbook: A guide to human resource development.* New York: McGraw-Hill.

The third edition of this book provides a basic body of knowledge about training and development. Covering a variety of topics ranging from program design to organization development, it is designed to serve as a reference for those new to the field as well as mature professionals.

Crawford, F. W., & Webley, S. (1992). *Continuing education and training the workforce.* London: British-North American Committee.

Crawford and Webley address the problem of providing continuing education to workers in order to keep business and industry updated and competitive. Part I of the report discusses various strategies for delivering continuing education programs. Part II presents approaches useful in appraising the financial criteria of investing in worker training.

Cyert, R. M., & Mowery, D. C. (1987). *Technology and employment: Innovation and growth in the U.S. economy.* Washington, DC: National Academy Press.

The report addresses a number of issues involved with the impact of technological change on employment. Among the findings are the fact that technological change will significantly contribute to growth in employment opportunities and wages. A key factor in the process will be the basic skills of labor force entrants and those already in the workforce and their ability to adapt to the changes in technology.

Donahue, J. D. (1990). *Shortchanging the workforce: The Job Training Partnership Act and the overselling of privatized training.* Washington, DC: Economic Policy Institute.

This publication is a critique of the Job Training Partnership Act (JTPA). It finds that the JTPA model of "privatized" employee training has not resulted in an improvement in the employment, earnings, or productive capacity of the American workforce.

Elam, S. (Ed.). (1993). *The state of the nation's public schools.* Bloomington, IN: Phi Delta Kappa.

The book is a compilation of presentations made at a conference on "The State of America's Public Schools." The sixteen essays comment on what's right and what's wrong with the public schools and offer their vision for the future.

Frymier, J. (1988). *Graphs of America: Facts about the crucial issues facing the United States today.* Bloomington, IN: Phi Delta Kappa.

This reference book is composed of 200 bar charts which depict facts about crucial issues facing the United States. The information compiled from U.S. census figures includes data about educational levels, life expectancy, and school enrollments.

Ganzglass, E. (Ed.). (1992). *Excellence at work.* Kalamazoo, MI: W. E. Upjohn Institute for Employment Research.

This collection presents policy option reports that address state strategies for modernizing manufacturing, workforce preparation systems, flexible workplaces, and health benefits. Recommendations for improving workforce quality include establishing worldwide competency standards, enhancing employee training efforts, and developing comprehensive delivery systems for workers and firms.

Gowen, S. G. (1992). *Politics of workplace literacy: A case study.* New York: Teacher's College Press.

The book is an ethnographic study of a workplace literacy program from the prospective of the employees in the program. The study focuses on how the literacy program affects their lives and what lessons are to be learned for educators from the experience in a workplace literacy program in the corporate world.

Green, T. F. (1968). *Work, leisure and the American school.* New York: Random House.

The book is an ideological discussion about the relationship between work and leisure. The role of education is reexamined in this philosophical presentation about the function of schooling and work and leisure.

Hacker, A. (1992). *Two nations: Black and white, separate hostile, unequal.* New York: Ballentine Books.

Hacker offers the reader a viewpoint on the understanding of the role and meaning of race in contemporary United States. Part I provides observations on how people are defined and divided into races; on what it is like to be black in America and why white Americans react as they do to people of African ancestry. Part II focuses on the role race plays in areas such as education, family, and the economy. The book concludes with a chapter on politics based on race, including a concern about the ethical question of whether white America is imposing a lesser start in life on blacks and expecting a resolution from black America that has never been demanded from the majority of whites.

Hamilton, S. F. (1990). *Apprenticeship for adulthood: Preparing youth for the future.* New York: The Free Press.

The work of Hamilton is based on Fullbright research one-year fellowship of in Germany. It is a study in contrasts between the German and American approach to workforce training. Acknowledging the differences between the American and German cultures, Hamilton

argues forcefully for an American system of apprenticeship training that helps youth make the transition from adolescence to adulthood.

Hill, R. B., & Nixon, R. (1984). *Youth employment in American industry.* New Brunswick, NJ: Transaction Books.

The major thrust of the book is about the attitudes and practices of private industry in employing youths. The study identifies national and comprehensive information about corporate policies and procedures in hiring youth by industry type, size, locale, and region. A set of conclusions and ten recommendations are made with respect to obtaining private industry support in significantly increasing opportunities for entry-level employment of young people.

Howard, W., & Guile, B. (1992). *Profiting from innovation.* New York: The Free Press.

Drawing on many examples of successful innovation management, an elite panel of the nation's most accomplished technical managers demonstrate how companies can transform new ideas into products efficiently and systematically by removing the barriers that surround innovative technology.

Hull, D. (1994). *Opening minds, opening doors: The rebirth of American education.* Waco, TX: Center for Occupational Research and Development.

The book is a discussion of the Tech Prep approach. Topics addressed include new standards for student achievement, learning styles, federal funding, and school-to-work transitions. Various successful programs are used to illustrate the Tech Prep concept in the educational reform movement.

Hull, D., & Parnell, D. (1991). *Tech prep associate degree: A win/win experience.* Waco, TX: The Center for Occupational Research and Development.

The book provides useful information for educators concerned with Tech Prep associate degree (TPAD) programs. The first five chapters provide the rationale and process for forming and operating a TPAD consortium. Examples of successful programs are presented in the next section with a final chapter on various viewpoints from educators who have been involved in developing and conducting a TPAD program.

Ihlanfeldt, K. R. (1992). *Job accessibility and the employment and school enrollment of teenagers.* Kalamazoo, MI: W. E. Upjohn Institute for Employment Research.

The book addresses the issue of job access for black youth. Through a review of related literature and empirical data, the author concludes that distance to jobs has a strong effect on the job probabilities of both black and white youths and makes recommendations for federal policy changes at the conclusion.

Jamieson, D., & O'Mara, J. (1991). *Managing workforce 2000: Gaining the diversity advantage.* San Francisco: Jossey-Bass.

These authors outline the following four management strategies to accommodate differences and use diversity as a springboard to excellence and high achievement: (1) matching people and job, (2) managing and rewarding performance, (3) informing and involving people, and (4) supporting lifestyle and life needs. Includes key skills for effectively managing the changing workforce.

Johnston, W. B., & Packer, A. H. (1987). *Workforce 2000: Work and workers for the 21st century.* Indianapolis, IN: Hudson Institute.

The research study identifies several forces shaping the American economy and develops three projected scenarios for the year 2000. The demographics of the American workforce is presented and six

challenges are discussed that will require action between now and the year 2000 as changes unfold in the American economy and workforce.

Kamerman, S. B., & Kahn, A. J. (1987). *The responsive workplace: Employers and a changing labor force.* New York: Columbia University Press.

As a study of the American workplace and the social changes impacting on it, this document deals particularly with the increased numbers of working women. The authors explore the ways in which the workplace has responded to these social changes and the roles that government and employers must take in working toward a more responsive workplace.

Kolberg, W. H., & Smith, F. C. (1992). *Rebuilding America's workforce: Business strategies to close the competitive gap.* Homewood, IL: Business One Irwin.

The book addresses the problems American business confronts resulting from a lack of national human-investment policies during the last 25 years. The competitive gap with other nations is presented along with recommendations for closing the gap. These include business/industry taking the lead to develop (1) new business-education partnerships to close the education gap, (2) new school-to-work transition systems and better work training, and (3) new forms of decentralized work organization within firms.

Kozol, J. (1991). *Savage inequalities: Children in America's schools.* New York: HarperCollins.

The book is a journey through America's urban schools, discussing the anecdotal evidence from teachers and students about the inequalities that exist for many of the children in America's schools.

Leigh, D. E. (1990). *Does training work for displaced workers: A survey of existing evidence.* Kalamazoo, MI: W. E. Upjohn Institute for Employment Research.

The study highlighted in this book examines nine different demonstration projects to determine how well public retraining

programs assist displaced workers in the reemployment process. Leigh attempts to answer policy questions dealing with (1) types of training, (2) groups of workers, (3) wage rates, (4) duration of unemployment, and (5) vocational training. The major finding is that job search assistance strongly affects a variety of labor market outcomes including earnings and placement rates and benefits.

Levitan, S. A., & Gallo, F. (1991). *Got to learn to earn: Preparing Americans for work.* Washington, DC: Center for Social Policy Studies.

Rising educational investments within the past three decades have yielded few visible indications of a better prepared workforce, according to Levitan and Gallo. The authors call for the adoption of national achievement standards and the use of such standards at each level of schooling and by employers and postsecondary schools in selecting applicants.

Levitan, S., & Gallo, F. (1988). *A second chance: Training for jobs.* Kalamazoo, MI: W. E. Upjohn Institute for Employment Research.

The book scrutinizes JTPA-funded activities. The work draws upon the research that examined different facets of the program. The concluding chapter discusses the reforms needed to make JTPA a more effective program and recommends increased funding and more vigorous leadership at the federal level.

Levitan, S. A., Mangum, G. L., & Mangum, S. L. (1992). *Economics of rectitude: Necessary but not sufficient.* Washington, DC: Economic Policy Institute.

This report argues that personal rectitude is a necessary but insufficient condition for social and labor market success.

Loden, M., & Rosener, J. B. (1991). *Workforce America: Managing employee diversity as a vital resource*. Homewood, IL: Business One Irwin.

The book is aimed at helping organizations value and manage employee diversity as a vital resource. Part I focuses on the impact that increased employee diversity will have on American Institutions during the 1990s. Part II discusses specific workplace issues that must be recognized and addressed. Part III describes various approaches that leaders can use in valuing and managing employees diversity that are currently in use within leading-edge organizations.

Longstreet, W. S., & Shane, H. G. (1993). *Curriculum for a new millennium*. Needham Heights, MA: Allyn & Bacon.

This report informs the readers of a number of different approaches to curriculum design. In Part I, chapters on the education's past, philosophical and psychological bases, and the politics of curriculum provide a context for the design and implementation of curriculum from a nontraditional perspective. Part II discusses the future-based curriculum, with Part III providing trends and issues with future scenarios for the curriculum in mathematics, science, social studies, and language arts.

Marshall, R., & Tucker, M. (1992). *Thinking for a living: Education and the wealth of nations*. New York: Basic Books.

The book by Marshall and Tucker is "a blueprint for the radical reconstruction of our schools." According to the authors, a tremendous mismatch between the needs of business and industry and the education of workers exists in this country which threatens our economic survival. To solve the problem, all the major functions of society must be integrated into a learning system with high standards, accountability, and increased levels of student performance.

McDaniels, C. (1989). *The changing workplace: Career counseling strategies for the 1990's and beyond.* San Francisco: Jossey-Bass.

Designed for career counselors, this report presents a comprehensive analysis of the workplace of tomorrow. McDaniels explores and offers three different scenarios of tomorrow's workplace. Emerging occupations and changes in working conditions are discussed, with an emphasis on keeping current with the changes that will affect clients' futures.

Moore, L. (1992). *Improving workforce skills: The foundation for quality.* White Plains, NY: Quality Resources.

Written for small to mid-size firms who normally cannot afford a full-time trainer, this book's objective is to provide a rational, cost-effective solution to the problem of low basic skills of the workforce. The ten chapters of the book provide information and strategies to use in developing a basic skills program for adults in the workplace.

Naisbitt, J., & Aburdene, P. (1990). *Megatrends 2000: Ten new directions for the 1990's.* New York: William Morrow.

The authors present various trends of the 1990's and discuss ten new forces that are transforming the world and will affect the lives of all individuals. The forces and trends include the emergence of free-market socialism, rise of the Pacific Rim countries, and the rise of women in leadership positions. The authors conclude that recognition of individuals will enable them to influence society and the directions it assumes in the new millennium.

Paepke, O. C. (1993). *The evolution of progress: The end of economic growth and the beginning of human transformation.* New York: Random House.

The book draws on history, economics, science, and sociology to trace the rise and fall of material progress and explains why economic growth is dying. Paepke suggests that in the future we will not be wealthier,

but that our grandchildren will be smarter and our computers will be thinking for themselves.

Parnell, D. (1985). *The neglected majority.* Washington, DC: The Community College Press.

Parnell highlights the dilemmas in the existing educational system of America and concludes that the most serious problem is the lack of focus for students who end up in a general education track that does not prepare them for the real world. He advocates a strong program of high school preparation that leads to an associate degree from a community college. The cultivation of human resources through a 2+2 Tech Prep program will best serve the needs of over 60% of our high school youth who have become the "neglected majority."

Pautler, A. (Ed.). (1990). *Vocational education in the 1990s: Major issues.* Ann Arbor, MI: Prakken Publications.

The book is a presentation of the issues facing vocational education today and in the immediate future. Its purpose is to serve as a potential agenda to confront the issues and assist in policy development, financing, research, and the operation of vocational education programs in the 1990s. The 11 chapters range in topic from policy issues and imperatives to the role of vocational education in preparing students for the future.

Paulter, A. (Ed.) (1994). *High school to employment transition: Contemporary issues.* Ann Arbor, MI: Prakken Publications.

There are 29 essays in the book that present a comprehensive discussion of the transition from high school to employment in the United States. Models and descriptions of actual programs are provided to improve the transition of America's young people into the workforce.

Philippi, J. W. (1991). *Literacy at work: The workbook for program directors.* New York: Simon & Schuster Workplace Resources.

The book is designed for program developers and contains information about best practices for developing effective literacy programs. The loose-leaf arrangement of the book provides an opportunity for acquiring information and applying the concepts in practice found in the reader's own situation.

Reich, R. B. (1991). *The work of nations.* New York: Alfred A. Knopf.

Reich traces the rise and fall of economic nationalism and the change from high volume to high value production of goods and services in a global marketplace. The only resource now found within a nation's borders are its people, and those countries with highly educated and skilled people will prosper in the 21st century. In the United States those citizens with "symbolic analyst" skills are the fortunate minority while those without are increasing in number which is creating feelings of isolation and powerlessness among the nation's poor. Reich advocates the productivity and competitiveness of the United States by public investment in the education and training of all citizens. The wealth of nations must be found in the skills and capabilities of its people if social harmony and world competitiveness are to continue in the United States.

Sarmiento, A. R., & Kay, A. (1990). *Worker-centered learning: A union guide to workplace literacy.* Washington, DC: AFL-CIO Human Resources Development Institute.

The publication is a guide for local union leaders to analyze their situations and develop a strategy for workplace literacy that will help meet the membership's education and training needs. The guide provides background information and strategies for designing a worker-centered literacy program. It includes additional resources for future information at the end.

Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization.* New York: Doubleday Currency.

In this book, Senge advocates building "learning organizations" that clearly understand threats and recognize new opportunities. The learning organization is a new source of competitive advantage and it also offers an empowering approach to work. Senge prescribes five disciplines to overcome the learning disabilities that cripple organizations which include the myth of teamwork and the delusion of learning from experience.

Stewart, D. W. (1994). *Immigration and education: The crisis and the opportunities.* Lexington, MA: Lexington Books.

Stewart contends that the massive influx of immigration is expected to increase throughout the 1990s. American schools and training facilities are at the forefront of helping these newcomers engage themselves productively in this country. The recommendations for educators and policymakers deal with (1) the special needs of refugees and illegal immigrants, (2) bilingual and multicultural education, (3) English as the nation's official language, (4) curricula, (5) higher education for immigrants, (6) racism and nativism, and (7) the allocation of resources between immigrants and U.S. citizens.

Terleckyi, N. E. (1990). *Changing sources of U.S. economic growth, 1950-2010: A chartbook of trends and projections.* Washington, DC: Economic Policy Institute.

This study depicts trends in population, labor force, and capital formation as they affect the outlook for U.S. productivity and economic growth.

Thomas, A. M. (1991). *Beyond education: A new perspective on society's management of learning.* San Francisco: Jossey-Bass.

The book is aimed at helping educators understand what is happening to their enterprise and what its limitations and possibilities are. Suggestions are offered for refining formal education's role in

recognition of the growing number of mature adult students. Recommendations are made for a learning society that would modify approaches to learning management and redesign the relationship between what takes place outside the formal educational system and what takes place inside.

Thurow, L. (1989). *Toward a high-wage, high productivity service sector.* Washington, DC: Economic Policy Institute.

In recent decades, service employment has supplied the bulk of new jobs. In the 1990s, this pattern is apt to change. The question for the service industries is whether the service sector will follow the European model of high wages and high productivity or continue to produce low-wage jobs.

Thurow, L. (1992). *Head to head: The coming economic battle among Japan, Europe, and America.* New York: William Morrow and Company.

Thurow provides an assessment of the economic competition among three economic superpowers. He discusses the strengths and weaknesses of the players and develops an American game plan which proposes that education is the most potent force in the battle for economic survival in the next century.

U.S. Department of Labor, Employment and Training Administration. (1993). The *new DOT: A database of occupational titles for the twenty-first century.* Washington, DC: Author.

The document is a compilation of occupations and their titles as projected for the United States during the next century.

Watson, K. (Ed.). (1983). *Youth education and employment: International perspectives.* London: Croom Helm, Ltd.

The book is a collection of essays by various authors on workforce preparation programs in several European countries, Cuba, and small

commonwealth countries. The concluding chapter provides alternative structures for the education and training systems of Great Britain.

Weis, L. (1988). *Class, race, and gender in American education.* Albany: State University of New York Press.

The volume is a compilation of essays on the effects of class, race, and gender in the schools of America. Part I emphasizes the way schools perpetuate inequalities directly through messages likened to student characteristics. Part II focuses on the way cultural identities are created that may be linked to the structural bases of society. The intent of the book is to provide a representative sampling that illustrates the "state of the art: which will lay the groundwork for future studies."

Weis, L. (1990). *Working class without work: High school students in a de-industrializing economy.* New York: Routledge, Chapman, and Hall.

The book examines the identity-formation process among white working-class youth in the context of the de-industrialization of the American economy. These processes were explored among white working-class male and female high school students in a city located in the northeastern section of the United States. Economic changes will bring about social movement struggles between the "New Right" of organized conservatism and the feminist movement with respect to male and female identification of roles. The author concludes that the school appears to further the identity of white working-class males with the new right and constrain the movement among white working-class females.

Wirth, A. G. (1983). *Productive work—industry and schools.* Lanham, MD: University Press of America.

In this treatise on what constitutes productive work, Wirth argues for a democratic workplace in industry and education that results in productive efficiency. A sociotechnical theory is needed to replace the "Taylorist" scientific management approach. The main conclusion for

this essay is that the "New Work" in a sociotechnical workplace could also become the leading edge for wider social change in society.

Wirth, A. G. (1992). *Education and work for the year 2000: Choices we face*. San Francisco: Jossey Bass.

The relationship between education and work has been of interest to Wirth for many years. In his latest contribution he examines the changes occurring in American work and schooling and feels that the technology of today gives us choices for the future. He rejects the conventional wisdom of workforce improvement through accountability of education with standardized test scores. Instead, Wirth advocates a democratic sociotechnical solution with a participative democratic management approach that uses adaptable people with skills in abstract thinking, inquiry, and collaborative problem solving.

B. Chapters in Books

Chubb, John E., & Hanushek, E. A. (1990). Reforming educational Reform. In H. S. Aaron (Ed.), *Setting national priorities: Policy for the nineties* (pp. 231-247). Washington, DC: The Brookings Institute.

This chapter is one of several topics such as defense and foreign policy discussed for setting federal policy for the 1990s. The failure of the U.S. school system is the major theme with changes in federal policy needed to link school expenditures with student performance.

Drier, H. N. (1989). Delivering career development outcomes through vocational education. In R. Hanson (Ed.), *Career development: Preparing for the 21st century*. Ann Arbor, MI: ERIC Counseling and Personnel Services.

Drier presents 12 broad competencies as outcomes of a guidance program for all youth. The career development outcomes can be enhanced by participation in vocational education programs as evidenced by a review of literature in the field. Five implications are made for counselors in assisting adolescents to prepare for career decision-making.

Herr, E. L., & Long, T. E. (1989). A saleable skill as a high school graduation requirement? Is that really the question? In R. Hanson (Ed.), *Career development: Preparing for the 21st century*. Ann Arbor, MI: ERIC Counseling and Personnel Services.

The authors explore the question of providing every high school student with a saleable skill to market in the workplace. The concept of saleable U.S. employability skills is discussed and the authors conclude that the broader range of employability skills that permit one to search, choose, and adjust to work effectively are the skills that should be provided to all.

Hoyt, K. B. (1989). The changing face of the workplace: 1986-2000. In R. Hanson (Ed.), *Career development: Preparing for the 21st century* (pp. 1-14). Ann Arbor, MI: ERIC Counseling and Personnel Services.

The author discusses the changing workplace by presenting data from various sources and giving information to determine if a particular statistic is accurate and how it should be interpreted. Information is provided about high school vocational preparation in some areas and not others. The author recommends that career development professionals use four basic U.S. Department of Labor publications in acquiring the kinds of accurate knowledge to make informed decisions.

Kolderie, T., Lerman, M., & Moskos, C. (1993). Educating America: A new compact for opportunity and citizenship. In W. Marshall & M. Schram (Eds.), *Mandate for change*. New York: The Berkley Publishing Group.

The chapter is from a report on national policy initiatives of the Progressive Policy Institute of the Democratic Leadership Council. Three mandates for change are discussed: (1) promote charter schools and other state efforts to harness choice and competition to improve public schools, (2) use federal grants to leverage school-business partnerships for youth apprenticeship, and (3) enact a new civilian "GI Bill" to ensure equal access to higher education and job training for all Americans.

Martin, D. T. (1989). A critique of the concept of work and education in the school reform reports. In C. M. Shea, E. Ahane, & P. Sola (Eds.), *The new servants of power: A critique of the 1980's school reform movement* (pp. 39-56). New York: Greenwood Press.

The author reviews many of the national reform reports and finds that they have been constructed in "social efficiency" ideology that is more concerned with selecting and sorting a small corps of technocratic elite for a new high tech workplace. The reform proposals have adopted the special interests of privileged groups in our society and evaluated their occupational classifications to the status of universal social goals. The author concludes that the "American Educational Meritocracy" has once again provided the necessary social cement to ensure the perpetuation and legitimization of an emerging set of new social inequalities.

Murnane, R. S., & Levy, F. (1992). Education and training. In H. J. Aaron & C. L. Schultze (Eds.), *Setting domestic priorities: What can government do?* (pp. 185-222). Washington, DC: The Brookings Institute.

The authors discuss the need for better education and training with a review of several systemic reforms taking place at state and federal levels. The federal role is discussed and the conclusion is reached that improving the skills of the labor force is necessary to increase productivity. In order for productivity and growth to accelerate, the private sector must invest more heavily in research and development, new equipment, and the reorganization of production to make better use of worker skills.

C. Reports of Organizations

American Production and Inventory Control Society. (1993, July). *Learning to learn: Survival for U.S. manufacturers.* Fall Church, VA: Author.

The report is the result of a meeting of key leaders from industry, government, labor, and academia. The two main points which emerged during the daylong discussion were (1) U.S. manufacturers will have to do a better job of "learning to learn" and share the responsibility of

workforce education and training with other partners; and (2) workplace standards can help improve the link between education and work and provide a vehicle for closer cooperation among industry, labor, government, and academia.

American Society for Training and Development. (1988). *Gaining the competitive edge.* Alexandria, VA: Author.

Keeping America competitive is the theme of the report with recommendations made for employers, educators, and government for increased human capital investment.

Appelbaum, E., & Batt, R. (1993). *High performance work systems: American models of workplace transformation.* Washington, DC: Economic Policy Institute.

This report looks at the work system transformations companies undertook; identifies the best coherent high-performance models that have arisen out of the period of experimentation; and analyzes why some firms, despite adopting one or another new technique, have failed to increase their competitiveness.

Arnold, C. L., & Levesque, K. A. (1992, December). *Black Americans and vocational education: Participation in the 1980s* (MDS-308). Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

This report analyzes the status and outcomes of Black Americans in secondary and postsecondary vocational education as students and teachers during the 1980s. In addition, the historical relationship between Black Americans and vocational education is reviewed. Using the most recent national datasets, the participation and completion patterns of Black Americans in vocational education overall and in particular programs are described and compared to white students. Differences between Black Americans and white students within socioeconomic levels and gender are also examined. The report is intended for policymakers and educators who are interested in the participation of Black Americans in vocational education.

Bailey, T. (1990). *Changes in the nature and structure of work: Implications for skill requirements and skill formation* (MDS-007). Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

This report is an analysis of how changes in the economy and workplace are affecting the skills required on the job and the institutional processes through which these skills are acquired. Bailey argues that jobs requiring higher skills and higher levels of education are growing faster than lower-skilled occupations. Case studies show that skill requirements within occupations are also growing. Bailey argues that in order to understand changes in skills, it is necessary to consider changes in markets and work organization as well as technological innovations.

Bailey, T. (1992). *School/work: Economic change and educational reform* (MDS-098). Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

Based on information from current reform initiatives, research on changing needs in the economy, and knowledge of experience with the contemporary reform movement, this report develops a strategy for educational reform. The report argues that current initiatives which are often solely associated with vocational education can form the basis of an education reform strategy that applies to all students and schools.

Bailey, T., & Merritt, D. (1993). *The school-to-work transition and youth apprenticeship: Lessons from the U.S. experience.* New York: Manpower Demonstration Research Corporation.

The report presents school-to-work models in existence in the United States. These models are agricultural education, cooperative education, career academies, and Tech Prep. Each model is examined with respect to student participation, education content, and credentialing. The authors conclude that incentives to encourage employer participation in workplace education is a long-term project but in the meantime school-based programs can move forward in broadening the clientele, integrating vocational and academic education, and improving assessment and certification.

Barton, P. E. (1993). *Training to be competitive: Developing the skills and knowledge of the workforce.* Princeton, NJ: Educational Testing Service.

The report discusses the quantity and types of training available to employed workers, the literacy levels of job seekers, and various options for acting to stimulate and expand more investment in training. The author concludes that the U.S. investment in the skills of the workforce is insufficient relative to that of other nations, and workers now on the job will need improved skills in order to have a competitive workforce.

Barton, P. E., & Kirsch, I. S. (1990). *Policy perspectives—workplace competencies: The need to improve literacy and employment readiness.* Washington, DC: U.S. Government Printing Office.

The report addressed the concerns of literacy and its relationship to workplace competencies. A discussion is made about the present literacy of young adults and the need for literacy in the future workplace. Recommendations of the report include expanding measures of proficiency in literacy tasks beyond the classroom and improving measures and tools for evaluation or employment readiness.

Batt, R., & Osterman, P. (1993). *A national policy for workplace training: lessons from state and local experiments.* Washington, DC: Economic Policy Institute.

The report focuses upon the effort to improve the skills of adult workers by creating workplace-centered public training policies. Drawing on the experiences of state programs, this study describes the opportunities and dangers that a national effort to enhance the training of adults would confront. Among the study's conclusions are that the federal government should fund a national training effort to enhance the skills of incumbent workers and that states should be responsible for choosing the most effective way of administering federal programs.

Berryman, S. E., Flaxman, E., & Inger, M. (1993). *Building the middle.* New York: Institute on Education and the Economy.

The paper discusses the need for preparing students for middle skill jobs. Various options are presented such as cognitive apprenticeships, career academies, and Tech Prep. The authors conclude that the employment sector will not support a national work-based system and that the public K-12/postsecondary system will bear the weight of building the work preparation system for middle-skill and middle-wage jobs using design elements that include integration of vocational and academic education and a rigorous skills certification system.

Bossone, R. M., & Polishook, I. H. (Eds.). (1986). *School-to-work transition proceedings: The Seventh Conference of the University/Urban Schools National Task Force.* New York: The Graduate School and University Center of the City University of New York.

The report is a collection of presentations at the conference by individuals representing government, business, and education. Presentations by the participants stressed the need for an expanded school-to-work agenda that includes instruction in basic skills, employment experience, cultivation of individual values, and renewal of personal self worth.

Budke, W. E. (1988). *Trends and issues in vocational education.* Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.

The report presents a number of social, economic, and technological trends affecting vocational education. General trends and specific issues are also discussed that include linking public and private training delivery systems, meeting the needs of at-risk populations, and preparation of vocational teachers.

Business-Higher Education Forum. (1988). *American potential: The human dimension.* Washington, DC: Author.

The report addresses the issues of educational quality in its entirety from early childhood development through job training. It recasts the debate in a broader framework beyond economic competitiveness concerns and provides three priorities essential for securing the future: (1) preparing all young people to enter adult life with the basic education and skills essential in the modern world, (2) helping American workers adapt to a changing world through continuous training and retraining, and (3) nurturing talent for inventiveness and creativity by encouraging the search for and use of new knowledge.

Carnevale, A. P., Gainer, L. J., & Meltzer, A. S. (n.d.). *Workplace basics: The skills employers want.* Alexandria, VA: American Society for Training and Development.

The report summarizes research conducted by ASTD and the U.S. Department of Labor. The need for basic skills is discussed and skills that employers are seeking are identified. A model for establishing a program to deliver workplace basics concludes the report.

Center for Strategic and International Studies. (1992). *The CSIS strengthening of American commission, first report.* Washington, DC: Author.

The commission, cochaired by Senators Sam Nunn and Pate Domenici, addresses long-term problems of the country and the global strength of the U.S. economy. After discussing issues of concern, the report makes recommendations dealing with fiscal policies, government restructuring and investing in education and training.

Children's Defense Fund. (1992). *Vanishing dreams: The economic plight of America's young families.* Washington, DC: Author.

Young families raising our youngest and most vulnerable children are in an economic freefall. Since 1973, their incomes have plunged by nearly one-third and their poverty rates have more than doubled. This report

examines the causes and effects of the economic devastation of young families with children and proposes an agenda for improving their status. Recommendations include (1) enactment of a refundable children's tax credit, (2) creation of a child support system, (3) health insurance coverage and access, and (4) full funding of Head Start.

The Commission on the Skills of the American Workforce. (1990). *America's choice: High skills and low wages!* Rochester, NY: National Center on Education and the Economy.

The report addresses the national problem of increased productivity growth to sustain a high standard of living; the key to productivity improvement and maintaining high wages is to better prepare front line workers for high performance work organizations. A set of recommendations is made for national performance standards, certificates of completion for meeting standards at various age levels, and a national system of employment and training boards to oversee new school-to-work transition programs.

Committee for Economic Development. (1990). *An America that works: The life-cycle approach to a competitive work force.* New York: Author.

The lifecycle framework focuses on a two-pronged approach: To make the existing workforce more productive and flexible and to augment its size by creating opportunities for underused groups of potential workers.

Committee on New American Realities. (1990). *Preparing for change: Workforce excellence in a turbulent economy.* Washington, DC: National Planning Association.

The committee report is based on a three-year study of labor market turbulence and the implications for the economy. The report suggests ways in which business, labor, and government can more effectively work together in preparing the nation's workforce for the future. Recommendations are made to improve public and private policy in the areas of training and productivity, job security, income, and planning.

Competitiveness Policy Council. (1993a). *A competitiveness strategy for America.* Washington, DC: U.S. Government Printing Office.

The second report of the council establishes national goals for increased productivity and investment. Investing in the workforce is one of several recommendations which includes maintaining high performance standards, providing schools with the expertise and resources needed to achieve the national educational goals, and holding teachers and schools accountable for performance.

Competitiveness Policy Council. (1993b). *Enhancing American competitiveness: A progress report to the president and congress.* Washington, DC: Author.

The third report of the council calls upon the President and Congress to resume their focus on long-term investment measures to improve competitiveness. Specific recommendations are made for public investment in human resources, technology, and public infrastructure.

The Conference Board. (1990). *Innovation and change in voc-tech education.* New York: Author.

The report examines education programs designed to accommodate the needs of tomorrow's workforce.

Copa, G. H. (1992). *A framework for the subject matter of vocational education* (MDS-095). Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

This report sets forth a framework for the subject matter of vocational education. This framework is built on analysis of concepts such as *educated person*, *education*, and *vocational development*. The framework addresses the focus, uniqueness, content, methods, and structure of vocational education. The goal was to develop a guide for decision-making about the aims, curriculum, instruction, and assessment of vocational education.

Copa, G. H., & Pease, V. H. (1992). *New designs for comprehensive high school* (MDS-282). Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

This report describes a new design for secondary schools in the United States. The design draws on a historical and international review of secondary school practices and on meetings with students, teachers, and members of the business community. Special attention is given to outcome-based education strategies, integration of vocational and academic education, educational reform and transition in the future, and giving the school a unique focus and character. Recommendations also address the processes and questions communities would need to consider to design or restructure their own high schools.

Council of Chief State School Officers. (1986). *Education and the economy: Position paper and recommendation for action.* Washington, DC: Author.

The paper discusses education's contributions to improved economic growth and the need for education agencies to act. Recommendations are made for local, state, and federal agencies; business; and higher education with a policy statement at the end on education and economic development.

Council of Chief State School Officers. (1991). *Connecting school and employment: Policy statement.* Washington, DC: Author.

The council expands upon an initial goal of high school graduation to one that encompasses gainful employment for *all* youth. Principles and strategies are presented in the policy statement that require schools to view preparation of youth for employment as part of their primary responsibility. Critical to this principle is the will and commitment of business and employee organizations to work in true partnership if successful linkages are to be realized.

Council of Chief State School Officers. (1992). *European lessons from school and the workplace.* Washington, DC: Author.

The report is a compilation of findings from a study tour of Germany, Denmark, and Sweden. European systems of workforce preparation were studied with respect to inclusiveness, flexibility, competition, and standards. The findings in each country are thoroughly discussed and conclusions reached with recommendations for transforming European components to improve systems of education and training in the United States.

Crawford, E., Romero, C. J., & Barnow, B. S. (1991). *A changing nation—Its changing labor force.* Washington, DC: National Commission for Employment Policy.

The authors examine the divergent experiences of Blacks, Hispanics, Asians/Pacific Islanders, Native Americans, and whites in the labor force and attribute the differences to human capital, sociological diversity, discrimination, and geographic location.

Department of Vocational and Technical Education and the National Center for Research in Vocational Education. (1993). *Youth apprenticeship educating the thinking person in the 21st century.* St. Paul: University of Minnesota.

The report summarizes a conference on youth apprenticeship. Part I delineates the themes of the small group discussion on expectations. Part II summarizes the discussion on process, while Part III deals with the considerations for learning.

Education Writers Association. (1990a). *First jobs: Young workers in a changing economy.* Washington, DC: Author.

The publication examines the changing nature of work and its effect on young people from the perspective of young workers. The publication is a collection of articles based on interviews by different writers in seven communities across the nation.

Education Writers Association. (1990b). *Training for work: What the U.S. can learn from Europe*. Washington, DC: Author.

The first part of the publication summarizes the narrative comments of six writers who traveled to West Germany, Sweden, and England to study school-to-work transition and retraining programs for adult workers. Part II reproduces what the authors wrote for publication in their respective newspapers.

Education Writers Association. (1992). *Hands and minds: Refining success in vocational and technical education*. Washington, DC: Author.

The publication is a series of articles written by news reporters that presents innovative vocational education programs in several states. Information is provided for reporters on site visits and questions to ask, with resources provided for additional information.

Educational Testing Service. (1990). *From school to work*. Princeton, NJ: Author.

The report discusses student work during high school and the differences between skills acquired in the classroom and those needed in the workplace. It reviews the information processing skills of high school graduates, the efforts to integrate vocational and academic education, and the weakness of linkages between the school and the workplace.

Ferber, M. A., O'Farrell, B., & Allen, L. R. (1991). *Work and family. Policies for a changing work force*. Washington, DC: National Academy Press.

The report reviews changes in family structure and composition; arrangements for dependent care; employment practices in other industrialized countries; innovative employer programs; and conclusions for policies, programs, and future research.

Fitzgerald, L. F. (1985). *Education and work: The essential tension.* Columbus: ERIC Clearinghouse on Adult, Career and Vocational Education and the National Center for Research in Vocational Education, Ohio State University.

The monograph examines the philosophical question of the role of education in society and the empirical relationship between education and occupational attainment for blacks and women. Special relationships between basic and employability skills are examined followed by a discussion of how these skills can best be learned by students. Recommendations are made at the conclusion for improving the quality of research on the relationship between education and work.

Frantz, N. R., Jr., & Miller, M. D. (Eds.). (1990). *A context for change: Vocational-technical education and the future.* Lexington, KY: University Council for Vocational Education.

The monograph is a series of essays on various trends and issues that have implications for the future of vocational and technical education. The authors discuss social, political, technological, family, and economic developments that provide a context in which future policies and practices can be developed for the field.

Gloeckner, G., Cobb, B., Love, C., & Grant, B. (1992). *Integrating basic skills into vocational teacher education curricula: Review of literature.* Ft. Collins: Colorado State University.

A review of the literature around a conceptualization of basic skills and integration leads to a series of recommendations about the role teacher education should play in the integration of vocational and academic education and the provision of work-based learning.

Glover, R. M. (1986). *Apprenticeship lesson from abroad.* Columbus: National Center for Research in Vocational Education, Ohio State University.

The publication reviews and synthesizes available literature on apprenticeships in the United States and other selected industrialized countries of the world. Specific practices from other countries that

could improve U.S. apprenticeship programs are identified. Recommendations are made that appear to have promise for the United States.

Gold, L. N. (1991). *States and communities on the move: Policy initiatives to build a world-class workforce.* Washington, DC: William T. Grant Foundation Commission on Work, Family, and Citizenship.

The publication provides an overview of the challenges in building a world-class workforce and then presents various programs including Tech Prep, youth service, and alternative learning centers that are being conducted in various locations around the United States.

Googins, B. K. (1991). *Work/family conflicts.* New York: Auburn House.

The premise of this book is that there are a number of inherent conflicts surrounding the complexity of work/family issues and that these conflicts are felt within the family, the corporation, and society at large. Work/family issues are discussed in a number of contexts. According to Googins, new work/family structures, policies, and programs at the family, corporate, and societal levels constitute a national agenda of great importance.

Groff, W. H. (1986). *Perspectives in the education and training system of the future.* Columbus: ERIC Clearinghouse on Adult, Career, and Vocational Education and the National Center for Research in Vocational Education, Ohio State University.

Various factors affecting the future of vocational education are presented followed by multiple scenarios about the future of vocational education. Staffing the education and training system of the future is discussed from the perspectives of supply and demand, recruitment, and retention, with concluding recommendations on national/state policy, leadership, strategic planning, research, and teacher education.

Haggstrom, G. W., Blaschke, T. J., & Shavelson, R. J. (1991). *After high school, then what? A look at the postsecondary sorting-out process for American youth.* Santa Monica, CA: RAND and the National Defense Research Institute.

This study of the postsecondary activities of recent high school graduates and dropouts uses data from several sources to profile America's high school graduating classes during the 1980s and track their educational and vocational pursuits through the first five years after graduation. Special attention is given to college enrollment and persistence patterns as well as to the flow of young people into military service from other postsecondary activities. Projections of numbers of high school graduates by state, race, and sex to the year 2000 are provided to indicate the implications for the nation's human resources over the next decade.

Hambry, J. V. (1992). *Vocational education for the 21st century.* Clemson, SC: National Dropout Prevention Center.

The report presents changes in the world of work and the workforce with strategies for an enhanced vocational education program for the 2lst century. Best practices are discussed with profiles of various vocational education demonstration projects across the nation designed to prevent high school dropouts. Recommendations are made for school boards and administrators to implement enhanced vocational education programs in their school districts.

Herr, E. (1992). *The school counselor and comprehensive programs for work-bound youth.* Alexandria, VA: American Counseling Association.

A position paper of the American Counseling Association expresses a concern that in the future a high percentage of jobs will not require a baccalaureate degree and that work-bound students from diverse backgrounds must be better served by counselors. The paper explores a range of comprehensive programs that foster the development of work-students and addresses the multiple roles of school counselors in implementing these programs.

Hoachlander, E. G., Kaufman, P., & Wilen, E. (1991, March). *Indicators of education and the economy* (MDS-014). Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

Long-term economic and demographic trends raise concerns about our ability to compete in the international economy and to sustain improvements in the national standard of living. The purpose of this paper is to present basic data on education and the economy aimed at providing a context for discussion of strategies for vocational education. The paper presents a series of indicators on the skill demands of the economy over the next decade.

Hull, G. (1991). *Hearing other voices: A critical assessment of popular views on literacy and work* (MDS-154). Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

This report is a critical review of current popular notions about workplace literacy, including claims that much of the American workforce is deficient in *basic* and *higher order* literacy skills; that there are links between this illiteracy and poor job performance; and that there is a need for school-based, skill-driven literacy programs tied to workplaces. By drawing on sociocognitive and historical research on working and literacy, the author complicates and challenges some of these views, arguing that different voices and alternative viewpoints need to be heard in the debate, especially those of students and workers. In this way, it may be possible to discover the incentives and disincentives that people perceive and experience while acquiring and exercising literate skills, as well as to examine the ways in which literacy can play a role in promoting economic productivity or in contributing to personal empowerment.

Imel, S., & Kerka, S. (1992). *Workplace literacy: A guide to the literature and resources.* Columbus: Center on Education and Training for Employment, College of Education, Ohio State University.

The guide provides an overview of workplace literacy issues, trends, an annotated bibliography of selected resources, a description of selected programs, and resource organizations.

Institute for Educational Leadership. (1993). *Overview of education and industry skill standards systems in the United States and other countries* (Volume I), *Education driven skill standards systems in the United States* (Volume II), *Industry driven skill standards in the United States* (Volume III), *Overview of skill standards systems in selected countries* (Volume IV). Washington, DC: U.S. Department of Education, Office of Vocational and Adult Education.

The four volume study was conducted to ascertain the existing status of skill standards within each state as well as within trade and professional associations. The descriptions provide a base to build upon as the federal government moves forward in developing a national framework for voluntary skill standards that meet the needs of current and future employers and employees.

Interstate Conference of Employment Security Agencies. (1991). *The future at work.* Washington, DC: Author.

The report discusses changing workplace trends including the shrinking workweek, quest for job satisfaction, flextime/telecommunicating, automation, employee leasing, flexible or cafeteria benefit plans, and more employee responsibility.

Interstate Conference of Employment Security Agencies. (1990). *Workforce trends.* Washington, DC: Author.

The report presents an overall assessment of workforce trends in terms of demographics, technology, political restructuring, economics, sociological forces, educational changes, and environmental effects.

Johnson, A. W., & Summers, A. A. (1993). *What do we know about how schools affect the labor market performance of their students?* Philadelphia, PA: National Center on the Educational Quality of the Workforce.

This report reviews selected studies on the effect of various schooling characteristics on labor performance of graduates. Among the findings are that the type and quality of vocational education stands out as having the largest number of positive results. There is also a strong suggestion that better educated teachers do a better job of preparing students for the world of work.

Kazis, R. (1993). *Improving the transition from school to work in the United States.* Washington, DC: American Youth Policy Forum.

The report begins by specifying the problems with the school-to-work connections in the United States and then discusses strategies for improvement. The final chapter makes recommendations for federal policy followed by specific guidelines for employer-school compacts for work transition programs.

Kerka, S., & Imel, S. (1993). *Workplace literacy: Reshaping the American workforce.* Washington, DC: U.S. Department of Education, Office of Vocational and Adult Education, Division of Adult Education and Literacy.

This publication disseminates information about the National Workplace Literacy Program. It traces the program over the first three funding cycles, identifies best practices, discusses common barriers to success, and discusses ways to implement workplace literacy programs.

Kleeman, R. S. (1992). *The changing workforce: Demographic issues facing employers.* Washington, DC: U.S. General Accounting Office.

In this summary of testimony by Kleeman before the Subcommittee on Census and Population in the U.S. House of Representatives, democratic trends are described about entry of women into the workforce, increases in racial and ethnic minorities, and the aging of the

workforce. Implications and conclusions are drawn as they impact on the federal workforce.

Levin, M., & Rumberger, R. W. (1983). *The educational implications of high technology*. Stanford, CA: Stanford Education Policy Institute.

The report discusses the view that many business leaders, government officials, and educators believe that high technology will dominate America's economic future, will upgrade the skill requirements of future jobs, and will require a transformation of our educational system to meet these needs. Despite the popularity of these beliefs, Levin and Rumberger see available evidence as contradicting them. The expansion of the lowest skilled jobs in the U.S. economy will vastly outstrip the growth of high technology ones; and the proliferation of high technology industries and their products is far more likely to reduce the skill requirements of jobs in the U.S. economy than to upgrade them. Nonetheless, the education system should strengthen the analytical and communicative skills of students, not because of the needs of high technology, but because such skills will help them deal with the changing political, economic, social, and cultural institutions they will face as adults.

Levitan, S. A., & Gallo, F. (1991). *Got to learn to earn: Preparing Americans for work*. Washington, DC: Center for Social Policy Studies.

This report discusses the education/productivity connection, the role that poverty and discrimination play in impeding work careers, and occupational shortages. Reactions are given to federal efforts under the Bush administration with recommendations for improving the education and training system and arrangements for enhancing school-to-work transitions.

Lynch, L. M. (1993). *Strategies for workplace training: Lessons from abroad.* Washington, DC: Economic Policy Institute.

The report presents information about workforce training in several countries, including Japan, Germany, France, Sweden, Australia, and the United Kingdom. Comparisons between these countries are made and implications drawn for a U.S. national training policy.

Marshall, R., & Osterman, P. (1989). *Workforce policies for the 1990s: A new labor market agenda/The possibilities of employment policy.* Washington, DC: Economic Policy Institute.

The document contains two essays on strategies for the 1990s. The first essay argues for a recognition that expenditures on the development of human capital—knowledge, attitudes, skills, and health—are high-yield investments and not just costs. The second essay seeks answers to a series of fundamental questions concerning the organizations, goals, and strategies of employment policy.

McDonnell, L. M., & Grubb, W. N. (1991, April). *Education and training for work: The policy instruments and the institutions* (MDS-025). Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

This report was prepared as part of a continuing effort by NCRVE to understand the larger institutional and policy context in which vocational education operates. It provides an overview of five major categories of education and training policies within a framework based on the policy instruments state and federal officials use in designing programs to prepare individuals for employment. This study should be of particular interest to those in the local, state, and federal policy communities who are concerned with education and training issues, and those who manage an increasingly complex array of programs designed for different clients, operating in a variety of local labor markets.

Mead, R. (1991). *The low-wage challenge to global growth: The labor cost-productivity imbalance in newly industrialized countries.* Washington, DC: Economic Policy Institute.

This report critically examines the conventional economic wisdom that low-wage countries must also be inefficient producers. Mead shows how global corporations achieve high levels of productivity using low-wage workers, effectively undercutting domestic U.S. manufacturers and workers.

Mishel, L., & Simon, J. (1988). *The state of working America.* Washington, DC: Economic Policy Institute.

This report provides measures of the performance of the U.S. economy by examining the change in the wages, incomes, and living standards of America's workforce.

Mishel, L., & Teixeria, R. A. (1991). *The myth of the coming labor shortage: Job, skills, and incomes of America's Workforce 2000.* Washington, DC: Economic Policy Institute.

The report discusses a "labor shortage" or "skills mismatch" view of labor market trends that have gained increasing currency in policy discussions. According to the author, this view is false and misleading and the consequences are serious because it leads policymakers to ignore significant problems and misdirects the focus of education and training policies.

National Academy of Sciences. (1984). *High schools and the changing workplace: The employer's view.* Washington, DC: National Academy Press.

The report addresses the needs of noncollege-bound youth from the perspective of private business and public institutions that employ them. A discussion of the job market, core competencies required, and changes needed by various groups to improve the preparation of high school graduates for the workplace is found in the report.

National Alliance of Business. (1986). *Employment policies: Looking to the year 2000.* Washington, DC: Author.

The implications and challenges of employing people is discussed and labor market policies are recommended for government, business, and education.

National Alliance of Business. (1987). *The fourth R: Workforce readiness.* Washington, DC: Author.

The report presents information about the consequences for business of an ill-prepared workforce and the benefits which can accrue in return for an investment in education. Case studies of business-education partnerships are given with available resources for further information.

National Alliance of Business. (1993). *Youth apprenticeship: Business incentives, problems and solutions.* Washington, DC: Author.

The report summarizes a focus group meeting of 15 employers sharing their experiences with adopting youth apprenticeship in their firms as a means of improving the caliber of new workers. A set of policy recommendations was derived from the discussions. These discussions included that state and federal legislation would have funding available for development of the program, and that although there may not be a new federal program to support youth apprenticeship, moneys should be made available to improve existing programs.

National Coalition for Advanced Manufacturing. (1993a). *Preparing technical workers for the new industrial era: The need for a fundamental shift in federal policy toward technical education.* Washington, DC: Author.

The position paper of the Coalition presents the need for technical training. It discusses the strengths and weakness of the present system of vocational education and makes recommendations for changes in federal policy to improve workforce preparation. These changes include strengthening partnerships with industry, easing school-to-work transitions, and strengthening vocational student organizations.

National Coalition for Advanced Manufacturing. (1993b). *Workforce skills development.* Washington, DC: Author.

The report advocates local and regional industry-education partnerships using the matching federal funds that would develop vocational education programs with a strong business orientation.

National Commission for Employment Policy. (1986). *Computers in the workplace: Selected issues.* Washington, DC: Author.

This report focuses on how computers are changing jobs and how employers are adjusting to these changes. Among the findings are that good basic skills—writing, reading, comprehension, math, and problem solving—will continue to be a critical factor, and that computer skills will be an addition to, not a replacement for, job skills previously needed in an occupation.

National Commission for Employment Policy. (1988). *U.S. employment in an international economy.* Washington, DC: Author.

The report discusses changes in labor and product markets for the U.S. and concludes that the U.S. trade deficit cannot be maintained indefinitely and that world class manufacturing has to succeed. Human resource development is the base of the economy and more public and private resources must be devoted to their improvement as other countries will adopt similar policies to enhance their competitiveness.

National Commission for Employment Policy. (1989). *An overview of the labor market problems of Indians and Native Americans.* Washington, DC: Author.

The report provides an overview of the labor market problems of the most economically disadvantaged group of the country. The major recommendation of the report is to consider previous reports in enacting legislation to improve the economic position of Native Americans in the United States.

National Commission for Employment Policy. (1990). *Employer strategies for a changing labor force.* Washington, DC: Author.

The changes in the world of work are discussed along with strategies and five case studies that are considered successful responses to labor force changes.

National Commission for Employment Policy. (1993). *Private industry councils: Examining their mission under the Job Training Partnership Act.* Washington, DC: Author.

The report is a study of the effectiveness of private industry councils in achieving their mission. Research was conducted through focus groups, meetings, and surveys of private industry councils and local chambers of commerce. Four sets of recommendations were made based on their findings that address issues concerning roles, responsibilities, training of members, and program coordination.

National Commission on Jobs and Small Business. (1987). *Making America work again: Jobs, small business, and the international challenge.* Washington, DC: Author.

The report summarizes the results of a 15-month study by the commission which was appointed by Congress. Recommendations from the findings of the study include more rigorous school standards, job retraining investment, and improving the quality of teachers.

National Council of La Raza. (1993). *The forgotten two thirds: An Hispanic perspective on apprenticeship European style.* Washington, DC: Author.

The report examines the applicability of a European apprenticeship model as a school-to-work transition option from a Hispanic perspective. It provides analyses of and reflections about European apprenticeship from the viewpoint of Hispanic educators. The NCLR concludes that an American apprenticeship can be successful if it reflects and builds upon certain basic principles that include establishing a combined workplace and academic system for educational partnerships with private and public sector organizations, providing effective career

information for students and their families to make informed vocational choices, and requiring all students to receive a strong basic education in literacy and numeracy.

National Educational Goals Panel. (1992). *The National Education Goals report: Building a nation of learners.* Washington, DC: Author.

The second in a series of annual reports from the National Education Goals Panel, the 1991 report presents data and information pertaining to the national status and progress toward all six of the national goals agreed upon at the Education Summit Conference in 1989. A listing of indicators for measuring progress in each state is provided with a discussion of the program's role in meeting the national goals.

National Governors' Association. (1980). *Making America work: Productive people, productive policies..* Washington, DC: Author.

Based on a task force effort to examine economic issues facing the nation, this report includes a discussion of the changing economic environment along with state efforts to address the challenges. A federal agenda is proposed to improve economic competitiveness that includes a fair and stable domestic economic environment, a stable international financial framework, more equitable trade relationships, and more effective regional targeting and flexibility in federal programs.

National Governors' Association. (1990). *Educating America: State strategies for achieving the national education goals.* Washington, DC: Author. .

The report of the National Governors' Association presents the education goals and discusses strategies that states can use in meeting each of the goals. The report urges a restructuring of education and provides a guide for state efforts to create a world class education system for the 21st century.

National Research Council. (1993). *Preparing for the workplace.* Washington, DC: National Academy Press.

The report compares American and foreign school-to-work systems and cautions that early decisions about career choices may limit opportunities to pursue further education or switch fields of study. Any school-to-work plans should ensure middle and secondary schools are able to improve career planning components. The report also recommends that national skill standards must include clearly defined key terms to clarify meanings for different standard-setting groups.

National Youth Employment Coalition. (1992). *Making sense of federal job training policy: 24 expert recommendations to create "a comprehensive and unified federal job training system."* Washington, DC: Author.

A collection of 24 essays written by individuals concerned with building an effective education and training system examines the intent of federal job training programs and their effectiveness. The authors discuss federal job training policies and their possible impact on various components that include vouchers, certification, and equal opportunities for young women and minorities.

Nothdurft, W. R. (1990). *Youth apprenticeship American style: A strategy for expanding school and career opportunities.* Report of a conference. Washington, DC: Office of Educational Research and Improvement.

The proceedings of a conference examine the merits of a youth apprenticeship approach for the United States. The report presents a rationale for the apprentice system, outlines principles that should guide the system, and delineates a proposed model.

O'Neil, H. F., & Allred, K. (1992). *Measurement of workforce readiness competencies: Designs of prototype readiness measures.* Los Angeles: UCLA's Center for the Study of Evaluation and the National Center for Research on Evaluation, Standards, and Student Testing.

This technical report documents a fourteen-step methodology used to design prototype workforce readiness measures based upon the

competencies found in the SCANS report. The document reports progress in the development of an assessment framework and focuses on the assessment of the interpersonal competency. Other workforce readiness components identified in SCANS are also involved in the design process.

Olsten Corporation. (1992). *New staffing strategies for the 90's.* Westbury, NY: Author.

Trends identified by human resource executives include flexible staffing, temporary employees, outsourcing employee contracting and leasing, alternative scheduling options, and working at home.

Organization for Economic Co-Operation and Development. (1988). *New technologies in the 1990's: A socio-economic strategy.* Paris: Author.

Examining the importance of new technologies for growth, jobs, and economic welfare, this report outlines the OECE Ministers of Labour Conference. The report stresses that technological change is a social process that must be accompanied by appropriate structural and institutional reforms. An analysis is made of social and economic implications accompanied by recommendations that include having a responsive educational system that provides education and training throughout life and a flexible and broad-based education to meet changing work requirements.

Osterman, P., & Iannozzi, M. (1993). *Youth apprenticeships and school-to-work transition: Current knowledge and legislative strategy.* Philadelphia, PA: National Center on the Educational Quality of the Workplace.

The paper addresses the instability of youth employment and what type of system in terms of youth apprenticeship is needed to address the problems. Part I contains an analysis of the current state of knowledge concerning the youth labor market, while Part II focuses on discussions to improve linkages that provide students with an understanding of workplace expectations and ways in which an expanded system of

youth apprenticeship can contribute to a stronger, more productive, and more competitive American workforce.

Podgursky, M. (1990). *Job displacement and the rural worker.* Washington, DC: Economic Policy Institute.

This study discusses rural workers who in the last few decades have become increasingly vulnerable to the fast shifts in trade and technology and analyzes the extent of permanent job loss in rural areas along with related economic losses.

Pratzner, F. C., & Russell, J. F. (1984). *The changing workplace: Implications of quality of work life for vocational education.* Columbus, OH: Center on Education and Training for Employment.

This report summarizes the key aspects and characteristics of the quality of worklife. A discussion of these aspects is then made in terms of the future requirements of workers and the potential implications for instructional content and processes and vocational education organization and management.

Raizen, S. A. (1989). *Reforming education for work: A cognitive science perspective* (MDS-024). Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

This paper focuses on the following: (1) People learn the basics more effectively in context than in isolation; (2) application of knowledge and skills requires an understanding of conditions and procedures for their use; (3) separating "learning to know" and "learning to do" is dysfunctional; and (4) people need to learn how to manage/evaluate their own performance. Discussed are reform suggestions such as (1) upgrading apprenticeship opportunities, (2) freeing students from compulsory full-time attendance by age sixteen, (3) forging strong links between schools and industry, and (4) organizing training opportunities to be compatible with everyday life.

Recruiting New Teachers. (1993). *State policies to improve the teacher workforce.* Belmont, MA: Author.

The report is based on a symposium which discussed how various state teacher policies could be integrated into a coherent and comprehensive teacher development system. Part I defines teacher development systems and Part II presents ten guiding principles for state leaders to consider in designing and implementing teacher development systems.

Reich, R. B. (1988). *Education and the next economy.* Washington, DC: National Education Association.

In this paper, Reich explores where the economy is heading and what education can and should provide. He discusses two paths in the organization of work in the next economy and stresses that increasing the value of labor through education and skill development in numeracy, literature, responsibility, and collaboration is the key to success.

Research and Policy Committee, Committee for Economic Development. (1985). *Investing in our children.* New York: Committee for Economic Development.

This document is a policy statement for the improvement of school quality. The study made by the committee focused on the following four issues: (1) employability, (2) educational investment, (3) teachers and schools, and (4) business/school collaboration. One section deals with vocational education and makes several recommendations which would limit it to programs geared toward specific entry-level positions, emphasizing academic education first, and replacing comprehensive high school programs with vocational centers. Suggestions are also made for the role of business in the process of improving public education at local, state, and federal levels.

Rosenfeld, S. A. (Ed.). (1986). *Technology, the economy and vocational education*. Research Triangle Park, NC: Southern Growth Policies Board.

The essays in this publication were organized around four themes: (1) impacts of technology on the economy; (2) effects of these changes on skills and knowledge required of employees; (3) ways to finance, deliver, and evaluate new programs; and (4) what kinds of teachers will be needed for a more appropriate form of vocational education. A summary of the proceedings states that new and better workforce preparation will be needed for work in the future and vocational education will have to re-evaluate the basic premises upon which it was founded.

The Secretary's Commission on Achieving Necessary Skills (SCANS). (1991). *What work requires of school: A SCANS report for America 2000.* Washington, DC: U.S. Department of Labor.

This report from SCANS is concerned with how schools should prepare young people for work. The commission identified five competencies and a three-part foundation of skills and personal qualities needed for effective job performance. These competencies and the foundation should be taught in an integrated fashion that reflects the context of the workforce.

SCANS. (1992). *Learning a living: A blueprint for high performance. A SCANS report for America 2000.* Washington, DC: U.S. Department of Labor.

The second and final report of SCANS moves beyond the previous report's description of how workplaces and school can prepare workers for productive high performance workplaces. The second part of the report focuses on successful practices and concludes with recommendations for developing and implementing a "learning and living" system by the year 2000.

Shapiero, I., & Nichols, M. E. (1992). *Far from fixed: An analysis of the unemployment system.* Washington, DC: Economic Policy Institute.

Shapiero and Nichols look at the status of the nation's unemployment insurance system. The latest government data indicates that the system provided less help in the recession's first 16 months than in any recession since the end of World War II.

SHEEO Committee on Workforce Preparation. (1992). *Building a quality workforce: An agenda for postsecondary education.* Denver, CO: State Higher Education Executive Officers.

This report addresses the issue of higher education's role in building a system of high quality occupational education and training. The report advocates an expansion of the focus of higher education on baccalaureate and advanced degree achievement to include preparation for work. The report recommends five areas through which higher education can work cooperatively with public and private sector organizations to build a quality workforce readiness system that includes (1) program quality, (2) school/college/work connections, (3) skills assessment, (4) state planning coordination, and (5) incentives/ accountability.

Shenon, C. (1992). *Union perspectives on new work-based youth apprenticeship initiatives.* Cambridge, MA: Jobs for the Future.

The author summarizes views of 14 labor officials regarding their attitudes toward the youth apprenticeship approach.

Stacey, N. (1992). *Military cutbacks and the expanding role of education.* Washington, DC: U.S. Government Printing Office.

In 1991, the Office of Educational Research and Improvement of the U.S. Department of Education commissioned ten papers on the planned military reduction. Papers in the series focused on (1) the mechanisms of institutions that can help people leaving the military to move into the civilian market, (2) past experience of the defense industry in dealing

with the drawdowns, and (3) the role of educational institutions during this transition.

Stacy, N., Alslam, N., Bilmore, J., & To, D. (1988). *Education and training of 16-19-year-olds after compulsory schooling in the United States.* Washington, DC: U.S. Government Printing Office.

The report focuses on government policies and education and training programs for 16- to 19-year-olds after completing compulsory schooling. The report describe education and training options available; issues, policies, and programs at state and federal levels; and a review of research on the high school curriculum, dropouts, and working high school students. Significant trends and issues are presented in the conclusion with the observation that youth need to be equipped to make informed choices in a country with a variety of choices and second chances—a situation unique to American society.

Thurow, L. (1989). *Toward a high-wage, high-productivity service sector.* Washington, DC: Economic Policy Institute.

In this report, Thurow discusses service employment which has supplied the bulk of new jobs and which is apt to change in the 1990s. The author poses the question for the service industries of whether the service sector will follow the European model of high wages and high productivity or continue to produce low-wage jobs.

Tifft, S. E. (1992). *The challenge: To enhance the competitiveness of American workers through a systems of youth apprenticeships that forges stronger links between enterprises and schools.* Philadelphia, PA: National Center on the Educational Quality of the Workforce.

The author reviews implications of research for enterprises, schools, workers, and public policy in addressing the question of whether youth apprenticeships can work in the United States.

Tilly, C. (1990). *Short hours, short shrift: Causes and consequences of part-time work.* Washington, DC: Economic Policy Institute.

This report examines the negative social and economic implications of the growing number of part-time workers in the U.S. labor force. Comprising one-fifth of all U.S. workers, part-time employees should receive more benefits—health care, better pay, and better jobs—to enhance their economic security and job flexibility.

Tracy, K. R., Tracy, W., & Van Horn, C. E. (1990). *Workforce futures: Strategic planning in the states.* Washington, DC: The National Commission for Employment Policy.

The concept of public sector strategic planning is discussed and an outline is given for analyzing local and state initiatives for state employment policies.

Tucker, M. (1994). *Designing the new American high school.* Rochester, NY: National Center on Education and the Economy.

The paper discusses the philosophy about restructuring American high schools based upon the recommendations of *America's Choice: High Skills or Low Wages!*

U.S. Congress, Office of Technology Assessment. (1984). *Computerized manufacturing automation: Employment, education, and the workplace.* Washington, DC: U.S. Government Printing Office.

The technologies of programmable automation, their uses, and future capabilities are discussed in this report. Attention is paid to the following three labor-related areas: (1) potential for employment change, (2) effects on the work environment, and (3) implications for education and training. The final chapter presents a number of policy issues and options for the federal government.

U.S. Congress, Office of Technology Assessment. (1988). *Technology and the American economic transition.* Washington, DC: U.S. Government Printing Office.

The document examines new technologies, increased foreign trade, and new consumer tastes and values in the United States. Structural changes have occurred in the nation's economy which carries risks and opportunities for the nation. A framework for public choice is provided.

U.S. Congress, Office of Technology Assessment. (1990). *Worker training: Competing in the new international economy.* Washington, DC: U.S. Government Printing Office.

The report discusses the need for workplace training and presents various approaches to corporate training in the United States. Comparisons are made between the training approaches of the U.S. and its foreign competitors. Federal policy options are presented that deal with reducing barriers to company training, retraining individual workers, technology assistance, and improving the quality of worker training.

U.S. Department of Education. (1991a). *America 2000: An education strategy sourcebook.* Washington, DC: Author.

The sourcebook is a collection of documents that offer a comprehensive description of America 2000 and the National Education Goals from the Charlottesville Education Summit held by President Bush on April 18, 1991.

U.S. Department of Education. (1991b). *Combining school and work: Options in high schools and two-year colleges.* Washington, DC: Author.

This report presents information on joining supply-side and demand-side policy at the local level, and presents information on apprenticeships; cooperative education; school-based enterprises; vocational academies; integrating vocational and academic education,

Tech Prep, and 2 + 2; linking high school with two-year colleges; and business-school partnerships.

U.S. Department of Education. (1992a). *What we must do to get students ready for work: Blueprint for a school-to-work system.* Washington, DC: Author.

This report describes the National Education Goals in brief and presents information on the need for schools to provide career information, offer a variety of learning options, follow up with certification and support of the essentials, and make commitments to change.

U.S. Department of Education, Office of Vocational and Adult Education. (1992b). *Workplace education: Voices from the field.* Washington, DC: Author.

This report of a conference composed of representatives from 39 programs funded by the U.S. Department of Education identified five themes or emerging issues of major significance to the field of workplace education. These include (1) establishing partnerships between business/labor organizations and education providers; (2) curriculum development; (3) recruitment and retention of workers in programs; (4) assessment and evaluation; and (5) worker involvement and developing program goals, policies, and practices.

U.S. Department of Education, Office of Vocational and Adult Education. (1993). *Vocational-technical education: Major reforms and debates 1917-present.* Washington, DC: Author.

The report puts into historical perspective the impact of federal legislation in guiding the evolution and configuration of vocational and technical education in the United States. The federal initiatives are traced and an analysis is offered of where vocational-technical education is headed as we approach the 21st century.

U.S. Department of Labor. (1989). *Work-based learning: Training America's workers.* Washington, DC: Author.

The report discusses factors impacting on the nation's economic competitiveness, reviews the broad concept of apprenticeship, and recommends a new model for work-based training.

U.S. Department of Labor. (1991). *Workforce quality: Perspectives from the U. S. and Japan.* Washington, DC: Author.

This is an international symposium report on exchanges of information that features articles dealing with the roles played in Japan by government, education, labor, and business in preparing skilled workers.

U.S. Department of Labor. (1992). *Economic change and the American workforce.* Washington, DC: Author.

The report outlines how changes in the national economy are affecting workers in four states that are broadly representative of the United States—Colorado, Indiana, Mississippi, and Missouri. It describes the challenges for the nation to remain competitive and emphasizes the need to develop a comprehensive vocational training system in every community.

U.S. Department of Labor and U. S. Department of Education. (1988). *The bottom line: Basic skills in the workplace.* Washington, DC: Office of Public Information Employment and Training Administration.

The joint publication presents the needs for basic skills and the building of a literate workforce. Information is given on identifying literacy problems and solving them in the workplace. Additional resources are given at the end for those interested in further information on adult literacy problems.

U.S. Department of Labor and U. S. Department of Education. (1992). *The school-to-work connection.* Washington, DC: Office of Work-Based Learning.

This is a report on the proceedings of a national conference sponsored jointly by the Secretary of Labor and the Secretary of Education. It describes the need to link business and education and presents articles by various authors on the subject.

U.S. Department of Labor, Commission on Workforce Quality and Labor Market Efficiency. (1989). *Investing in people: A strategy to address America's workforce crisis.* Washington, DC: Author.

The commission report discusses the failure of the educational system in preparing qualified students for the workforce; the need for lifetime education and training, making efficient use of existing labor market skills; and the need for better information to inform public policy and private action. The commission calls for (1) public/private partnerships under the leadership of the Secretary of Labor; (2) additional human capital investment by states, communities, individuals, and American business; (3) a reallocation of federal human resource expenditures; and (4) a sustained increase in federal expenditures on human resource programs.

U.S. Department of Labor, Employment and Training Administration. (1991). *A guide to high school redirection.* Washington, DC: Author.

The publication is a report of the U.S. Department of Labor project to address the needs of inner city, high school dropout-prone youth. The guide discusses the philosophy and strategies used for the program in an alternative high school in Brooklyn, New York.

U.S. Department of Labor, Employment and Training Administration. (1992). *School-to-work connections: Formulas for success.* Washington, DC: Author.

The booklet examines a number of successful school-to-work transition programs across the United States. Guidelines are offered to establish

school-employer partnerships with a listing of the successful programs provided in the final chapter.

U.S. Department of Labor, The Secretary's Commission on Achieving Necessary Skills. (1993). *Teaching the SCANS competencies.* Washington, DC: Author.

This SCANS report consists of six articles that give education and training practitioners practical suggestions for applying SCANS in the classroom and workplace. Topics include incorporating SCANS competencies into curriculum and instruction, examples of local and state efforts to strengthen school-to-work linkages, and assessment of how well the SCANS competencies are being taught and learned in schools.

U.S. Department of Labor, Women's Bureau. (1991). *Nontraditional training and employment programs service women directory.* Washington, DC: Author.

The report describes programs providing job training for women in nontraditional occupations, information and technical assistance programs, and outreach programs. It includes supplemental materials on state and federal agencies, national organizations, and a bibliography.

U.S. General Accounting Office. (1987). *Youth job training: Problems measuring attainment of employment competencies.* Washington, DC: Author.

The report describes a study of the youth employment competency training systems funded under Title II-A of the Job Training Partnership Act. The findings of the study indicated wide diversity among the programs funded in performance standards, recommending that if Congress chooses to require a separate youth employment competency standard that it apply to all youth and that the U.S. Department of Labor collect the necessary data to set and implement such a standard.

U.S. General Accounting Office. (1989). *Vocational education: Opportunity to prepare for the future.* Washington, DC: Author.

The report analyzed the extent to which the Carl D. Perkins Vocational Education Act provides access to quality vocational education programs for designated populations, encourages modernization and improvement of local and state programs, and directs funds to the most economically depressed communities within each state. In the six states and 20 localities studied, Perkins funds were most often used appropriately to provide access to targeted groups and modernize and improve vocational education programs. The recommendations indicated that if Congress wanted additional funds for poor communities it should amend the Perkins Act to require states to allocate as much Perkins funding for each student in economically depressed areas as in other areas of the state, remove "academically disadvantaged" students who are not poor from the funding formula, and require that redistribution for disadvantaged and handicapped populations be made in similar proportions between poor and wealthy areas.

U.S. General Accounting Office. (1990). *Training strategies: Preparing noncollege youth for employment in the U. S. and foreign countries.* Washington, DC: Author.

The report contains information on (1) weaknesses in the U.S. education and training system for preparing youth for employment and (2) foreign strategies that appear to hold promise for the United States. The report concludes that all children should attain the academic skills necessary to perform effectively in postsecondary education or the workplace and more school-employer linkages such as apprenticeships are needed to assist youth in obtaining entry-level employment.

U.S. General Accounting Office. (1991). *Transition from school to work.* Washington, DC: Author.

Information provided on school-to-work programs, focusing primarily on cooperative education programs. Youth apprenticeship programs are

discussed with recommendations for cooperative education program evaluation and certification of student skill attainment.

U.S. General Accounting Office. (1993). *Multiple employment programs: National employment strategy needed.* Washington, DC: Author.

The report discusses the fragmented system of federal employment training programs and recommends that local, state, and federal leaders work together in establishing a national strategy of common goals with flexibility for local needs.

U.S. General Accounting Office. (1993). *School age demographics: Report trends pose new educational challenges.* Washington, DC: Author.

Analyzing the economic and demographic characteristics of school-age children in families and the changes that occurred from 1980 to 1990, this report shows that between these years the poor school-age population grew and became more concentrated in the nation's largest cities. It was concluded that with no changes in the allocation formulas and no increases in funding under ESEA's Chapter 1 Program, the available funds will have to be spread over a larger number of poor children.

U.S. General Accounting Office. (1993). *Skill standards: Experience in certification systems shows industry involvement to be key.* Washington, DC: Author.

The report examined the role occupational skill standards and certification systems might play in improving the efficiency and effectiveness of skill training programs. Common elements and obstacles to development and benefits for workers and employers were identified in the study. The report concluded that the federal government has a potential role in fostering the development of skill standards but federal efforts will not be effective without industry ownership and control of standards and certification.

U.S. General Accounting Office. (1993). *Transition from school to work.* Washington, DC: Author.

The report provides an overview of the status of comprehensive school-to-work transition strategies at the state level and identifies federal policy options for assisting these strategies. Various obstacles were identified that interfered with school-to-work initiatives and overcoming these obstacles will require a federal role in helping local and state offices using existing targeted grants through the use of waivers for school-to-work initiatives. The federal investment could also be maximized if planning and implementation grants were given for comprehensive school-to-work transition strategies and evaluation grants were made for studies designed to measure meaningful outcomes such as better employment and earnings patterns.

U.S. General Accounting Office. (1993). *Vocational education: Status in 2-year colleges in 1990-91 and early signs of change.* Washington, DC: Author.

The report documents a beginning four-year study to identify changes in two-year postsecondary institutions with respect to vocational education program quality and the participation of targeted groups between academic years 1990-1991 and 1993-1994. The study found programs at two-year colleges need substantial improvement, but change has begun. An increase in Tech Prep programs was reported but changes designed to concentrate funds appear to have little effect. Colleges did appear to be making efforts to enroll and serve targeted groups. Weaknesses in the assessment systems were noted and recommendations were made to improve standards and placement data.

U.S. General Accounting Office. (1993). *Vocational education: Status in school year 1990-91 and early signs of change at secondary level.* Washington, DC: Author.

The report documents a beginning four-year study of the Perkins Act implications to compare the 1990-1991 school year with the 1993-1994 school year. Change is reported to have begun in the schools. Concentration of funds in a limited number of schools with highest

proportion of targeted students did not result in a significant decrease in number of schools funded during the first year. The pooling of resources by districts through consortia formation almost doubled from the year before Perkins to the year after. Targeted groups participated in vocational education rates equal to or higher than nontargeted groups. The report expressed concerns about the collection of national data to assess vocational education and that progress is needed by local school districts and states to maintain sufficient data on program outcomes to assess program effectiveness.

University Council for Vocational Education. (n.d.). *Beyond the debate: Perspectives on the preparation of vocational education teachers.* Macomb, IL: Curriculum Publications Clearinghouse.

The monograph is a collection of papers that address issues of concern for vocational teacher education. Topics in the publication include the changing workplace, a knowledge base for design of teacher education, and the role of training and development programs in vocational education.

Vaughan, R. J. (1989, October). *New limits to growth: Economic transformation and occupational education* (MDS-016). Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

Employers are squeezed between their growing need for skilled employees and the shrinking supply of well-educated people entering the workforce. This paper analyzes the causes of this squeeze and how vocational education programs can overcome it.

Vickers, M. (1991). *Building a national system for school-to-work transition: lessons from Britain and Australia.* Cambridge, MA: Jobs for the Future.

The publication discusses a national system in American school-to-work transition programs by contrasting developments in Britain and Australia. The author asks what role governments can play in shaping

the provision of education and training and influencing the decisions young people make about school and work.

Weber. J. M. (1992). *Selected contemporary work force reports: A synthesis and critique.* Columbus,: Center on Education and Training for Employment, College of Education, Ohio State University.

The publication traces the educational reform movement through a review and synthesis of a number of recent reports and publications. The first section briefly describes the major reform reports along with state-level reports regarding workforce preparation issues. Three major federal reports are reviewed and the outcomes called for are discussed with respect to the establishment and implementation of performance measures. The final section deals with potential implications of TQM for future development of performance measures/standards to assess and enhance the skills of the nation's workforce.

Weber, J. M. (1993). *Selected contemporary work force reports: A synthesis and critique.* Columbus, OH: Center on Education and Training for Employment.

This paper traces the educational reform movement and its current status as reflected in the Carl D. Perkins Vocational and Applied Technology Education Act. It then reviews state and federal perspectives on workforce preparation and related education/training strategies. The final section deals with potential implications of the total quality management (TQM) approach and its call for establishment of performance measures to assess and enhance the skills of the nation's workforce.

William T. Grant Foundation, Commission on Work, Family, and Citizenship. (1988a). *The forgotten half: Non-college youth in America.* Washington, DC: Author.

The interim report calls attention to the forgotten half—those students who finish high school but do not continue in a four-year college or university degree program. The rights of these youth are discussed and

specific recommendations are made for bridging the gap from school-to-work that is now experienced by many American youth.

William T. Grant Foundation, Commission on Work, Family, and Citizenship. (1988b). *The forgotten half: Pathways to success for America's youth and young families.* Washington, DC: Author.

The final report of the two-year study focuses on restoring the balance between what the American society does for college-bound youth and what they do for the forgotten half. The final recommendation is to enact federal legislation entitled "Fair Chance: Youth Opportunities Demonstration Act" to stimulate the development of an integrated approach to the education, training, and service needs of all youth.

William T. Grant Foundation, Commission on Work, Family, and Citizenship. (1991). *Voices from the field. Thirty expert opinions on America 2000, the Bush administration strategy to "reinvent America's schools."* Washington, DC: Author.

The publication is a collection of essays focused on reactions to the Bush administration proposals to improve American education. Topics include teaching and testing, poverty and diversity, and lessons from past efforts to reform education.

William T. Grant Foundation, Commission on Work, Family, and Citizenship. (1992). *Youth apprenticeship in America: Guidelines for building an effective system.* Washington, DC: Author.

The publication is a series of seven papers discussing the apprenticeship programs for the United States. The chapters present viewpoints and guidelines for developing school-to-work transition programs on topics such as school-based work experience, school employer linkages for apprenticeship, work competency certification. Recommendations are made in the final chapter for incentives and the capabilities needed to build an effective apprenticeship system for the United States.

Workplace literacy: Lessons from practice (*ERIC Digest*, No. 131). (1993). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.

This information analysis summarizes the information that can be used in implementing the fifth national goal dealing with adult literacy. It provides a brief overview of the status of workplace literacy, project highlights useful to program developers, and a list of resources for additional information.

D. Articles in Journals

Apolloni, T., Feichtner, S. H., & West, L. L. (1991). Learners and workers in the year 2001. *Journal for Vocational Special Needs Education, 14*, 5-10.

Projected workforce trends indicate that workers in the year 2000 will have a variety of special training needs. Higher levels of skill than presently attained will be necessary for workers, thus demanding intervention of quality vocational education programs and access to these quality programs. Suggestions are made for achieving this, especially for special populations.

Aring, M. K. (1993). What the "V" word is costing America's economy. *Phi Delta KAPPAN, 74*, 396-404.

Aring outlines a new vocational education system that would shift the debate away from ensuring equal access to college and toward providing all students with a choice that best meets their own and the nation's needs. He advocates mastery of symbolic analyst skills as well as technical skills which will provide students with capabilities to enter employment as well as college.

Asche, M. (1992). Educational reform and vocational education: Review and implications for research and development. *Journal of Vocational Education Research, 16*, 1-34.

This article examines ways in which the dominant strategies of second-wave reforms may affect vocational education and suggests implications these reforms may have for vocational education.

Bailey, T. (1991). Jobs of the future and the education they will require: Evidence from occupational forecasts. *Educational Researcher, 20*, 11-20.

The author discusses divergent viewpoints from occupational analysts who use data to support arguments that range from "skills are unchanged or failing" to "skill and educational demands are rising." Bailey makes the case that there are several limitations to the usefulness of occupational forecasting for guiding educational reform. Occupational forecasts do not focus on the interaction of the content and organization of work with the content or schooling. This type of information is needed if we are to understand whether the education system is effective in workforce preparation.

Barton, P. E. (1986). Employers and high schools: The fit between learning and working. *Peabody Journal of Education, 63*, 103-149.

Barton's article addresses several aspects of the fit between learning and work. Education/business partnerships, employer expectations, and schooling and workplace problems are discussed. The principle recommendation is that a formal communication between industry and education be established in every community so that collaboration becomes institutionalized to give some permanence to the process.

Braden, P. V. (1988). The impact on technology on the workforce. *Community, Technical, and Junior College Journal, 3*, 24-29.

The article discusses the global changes taking place and their impact on products, processes, and work skills. As a result, the author argues that

continual reinvestment in advanced technology and lifelong retooling of the workforce will be required for the nation to remain competitive.

Brand, B. (1990). The U.S. Department of Education's perspective of postsecondary training needs. *Journal of Studies in Technical Careers, 12*, 297-300.

Brand discusses the need for a new view of vocational education from one of neglect to one of respect. The Perkins Act is presented as a change in this direction with its themes of accountability, program improvement, and private sector linkages.

Britzman, D. (1986). Cultural myths in the making of a teacher: Biography and social structure in teacher education. *Harvard Educational Review, 56*, 442-456.

The author describes the way in which teachers' personal histories interact with common cultural myths to maintain current teaching practices. Prospective teachers need to participate in developing critical ways of knowing about the quality of students' and teachers' lives, school knowledge, and the particular role biography plays in understanding these dynamics if teachers are to be transformative intellectual rather than merely accepting what is probable.

Brown, J. M. (1991). The workplace of the early twenty-first century. *Journal for Vocational Special Needs Education, 14*, 11-16.

The article suggests a workplace scenario for the year 2001. Major issues affecting that workplace are discussed and conflicting views of the future are explored.

Brown, J. M., & Davison, L. S. (1991). Adapting vocational education teacher training programs to workplace changes. *Journal of Studies in Technical Careers, 13*, 285-295.

Society is experiencing rapid changes that are impacting both educational institutions and businesses. Teacher educators must improve their awareness and understanding of these changes to train vocational teachers who can function more effectively. Improvements

will help assure that vocational programs will effectively cope with changes in the workplace. This article identifies some of the emerging changes and discusses the implications of the changes for vocational teacher educators.

Burns, M., Gerace, W., Mestre, J., & Robinson, H. The current status of Hispanic technical professionals: How can we improve recruitment and retention. *Integrated Education, 20*, 49-55.

The article addresses the difficulties of increasing the enrollment of Hispanic youth in college-level technical fields. Research results are presented from various studies about career choices made by minority youth followed by suggestions for teachers and counselors to use to influence the career choices of minority students toward technical fields.

Butruille, S. G. (1990). Corporate caretaking. *Training and Development Journal, 44*, 48-55.

The article reviews changes in workforce composition and worker values that are impelling companies to create family support policies. It also assesses the status of working women in the workplace and the home.

Cantor, J. (1990). Occupational education, economic development, and the role of the community college. *Journal of Studies in Technical Careers, 12*, 313-326.

Leaders in business and economic development activities recognize that the biggest problem facing American business today is the availability and training of a competent workforce. A research imperative is to identify and institutionalize methods within our communities to address this manpower problem. In this article, Cantor presents some of the findings of a national study commissioned by the U.S. Department of Labor, Employment and Training Administration on effective linkages between job training and local economic development. Cantor also focuses on the processes used by two communities and their community colleges to link organizations, resources, and efforts toward a common

goal of planning for proactive long-term economic development and occupational training.

Check, G. D. (1990). Vocational education: Training for the economic development of the U.S. *Journal of Industrial Teacher Education, 27,* 69-71.

The article argues that the pressure of special interest groups on elected officials in the U.S. has had a negative impact on the nation's system of vocational education. Check calls for the profession to take a proactive stance in shaping policy that will prevent vocational education from meeting its time-honored mission of supporting economic development through education and training.

Cohen, S. L. (1994). The challenge of training in the nineties. *Training and Development, 45,* 30-35.

Cohen's article discusses changes in jobs and the composition of the labor force and the need for lifelong learning. Cohen also asserts that technology and changing management practices mean that training is likely to become more of a screening device than a development tool.

Dunn, J. A. (1988). The future of secondary school education: Curriculum reform or retrenchment-basic academic or technical skills. *Journal of Studies in Technical Careers, 10,* 372-383.

In this article, Dunn asserts that the future of vocational education in American secondary schools requires a shift of curricular attention from training for specific job skills, or even technical skills, to career-relevant academic skills. Reasons for such a shift are reviewed through a discussion of the separate but equal history of vocational education, the potential vocational tracking of minority students, the increasing necessity of mid-career retraining resulting from our rapidly evolving economic base, the social inflation of basic academic skill requirements, the curricular drift in our increasingly bureaucratic and ineffective schools, and the anachronism of front-loaded educational economics in an aging but high-technology society moving toward just-in-time education models.

Evans, P. (1988). Creaming, dredging, and labeling: Federal policy for training workers. *Journal of Studies in Technical Careers, 4*, 349-356

The article views the inconsistency of federally mandated policies through vocational education legislation that reward and penalize programs for practices called "creaming" and "dredging." Some programs seek out highly capable students in the prospects of their staying and completing the effort; in order to satisfy federal requirements for employment and training programs, others necessarily seek out those most in need of assistance and to whom society has attached a label of being less able. The author asserts that all individuals are entitled to the freedom to succeed—or fail—from their own efforts. They are not aided by the current methods of attaching labels.

Farmer, E. I., & Shiver, T. G. (1989). Training teachers to facilitate the transition of disadvantaged students from school to work: A staff development assessment. *Journal of Studies in Technical Careers, 11*, 215-221.

This study, containing information collected during a Transition Services Institute (TSI), reports the pre- and post-assessments of vocational personnel—directors, counselors, JTPA specialists, and teachers. The TSI instructional program was designed to assist vocational personnel in preparing disadvantaged youth with school-to-work transitional skills. It was concluded that the staff development instructional activities were very effective in delivering applied knowledge of school-to-work transition skills to vocational personnel.

Favero, P. (1992). Rural employers: Views on the transition from high school to work. *Journal of Industrial Teacher Education, 29*, 53-56.

This study investigated the views of employers in a rural area concerning the transition of students from high school to work. Interviews and survey results indicated that rural employers were interested in improving school-to-work transition and findings suggested ten policy actions that were likely to produce significant educational benefits for employers and their rural communities.

Filipezak, B. (1992). Apprenticeships from high school to high schools. *Training, 29*, 23-29.

Filipezak discusses the emergence of youth apprenticeship programs that offer relevant, work-based learning to noncollege-bound youth, preparing them for high-skill jobs and building generic employability skills.

Finn, C. E. (1986). A fresh option for the non-college bound. *Phi Delta KAPPAN, 68*, 234-238.

The article reviews the purposes of schooling and the needs of noncollege-bound youth. Finn concludes that basic skills are needed by both college- and noncollege-bound students with voluntary specialization at the eleventh and twelfth grades. In this approach, distinctions made today between vocational and academic education would become blurred; in time they might be erased entirely.

Gray, K. (1991). Vocational education in high school: A modern Phoenix. *Phi Delta KAPPAN*, 72, 437-445.

The author cites evidence that the future of vocational education at the secondary level is threatened by a number of developments. These include student preference for higher education and the emphasis on basic skill preparation only. A reform of vocational education is advocated as adopting an expanded mission by emphasizing technical preparation for two-year postsecondary education along with the role of vocational education as an important instructional activity for all students.

Gray, K. (1993). Why we will lose: Taylorism in America's high schools. *Phi Delta KAPPAN*, 72, 370-374.

According to Gray, the new economic order will require all workers to be part of the team; however, the author argues that Taylorism in our high schools mitigates against this approach. High schools teach elitism not egalitarianism, and if all students are to be a crucial part of the new

economic team, new opportunities must be provided for interaction between students in various high school programs of study.

Gray, K., & Wang, D. (1989). An analysis of the firm size variable in youth employment using the LS-Y Data Base. *The Journal of Vocational Education Research, 14*, 35-49.

The study investigated the distribution of young women among firms of various sizes using the National Longitudinal Study of Labor Market Experience Data Base for years 1980 and 1986. The findings indicated the majority of young workers aged 15-29 were employed in small firms with the distribution significantly affected by gender, race, and educational attainment, but not by place of residence or high school curriculum.

Grubb, W. N. (1984). The band wagon once more: Vocational preparation for high tech occupations. *Harvard Educational Review, 54*, 429-451.

High-tech industry has been hailed as the solution to the nation's unemployment and international competition problems and the salvation of economically declining regions of the country. Community colleges have responded by establishing new vocational education programs to prepare students for jobs in high-tech industry. Utilizing data from the state of Texas, the author examines the ability of high-tech industry to provide jobs for graduates of these programs. Grubb concludes by warning that the growth of high-tech industry may lead to the development of programs which, for the time being, serve the interests of industry but which will ultimately weaken the educational mission of the community college.

Hamilton, S. F. (1986). Excellence and the transition from school to work. *Phi Delta KAPPAN, 68*, 239-242.

Hamilton suggests that an examination of the German system of workforce preparation is important for the improvement of secondary vocational education. Educators should enlist the support of employers

and nonprofit organizations to provide experiential learning designed to motivate students for academic learning.

Herrington, C., & Mandolong, N. (1991). Public policy and public/private partnerships: Lesson learned from apprenticeship programs. *Journal of Studies in Technical Careers, 13*, 239-252.

Apprenticeship programs hold the promise of achieving closer school/ private sector partnerships and improved educational opportunities for the noncollege-bound student. Herrington and Mandolong explore the fiscal, governance, and regulatory relations between public schools and private apprenticeship sponsors. They discuss formal relations as encoded in law and actual relations as evidenced in practice. Although close cooperation between educational agencies and apprenticeship sponsors is commendable, the authors question whether adequate mechanisms are in place to assure public supervision and control of education funds.

Holdback, K. (1986). Employer recruitment and selection of young workers. *Journal of industrial teacher education, 23*, 43-44.

The author presents research indicating that educational factors are only part of the hiring process but employability skills such as positive attitudes, good work habits, and interpersonal relationships are also important in the process.

Hollings, E. (1990). Debunking the myth of monolithic white American culture: Or moving toward cultural inclusion. *American Behavioral Scientist, 34*, 201-209.

The article discusses the need for preparing teachers for a culturally diverse classroom and presents the results of a teaching strategy used by Hollings in improving the attitudes of middle-class white students about ethnic minority cultures.

Junge, D. A., Daniels, M. H., & Karmos, J. S. (1984). Personnel managers perceptions of requisite basic skills. *The Vocational Guidance Quarterly, 14*, 139-147.

The authors present the results of a survey among personnel managers to determine skills needed for successful entry into employment.

Kraska, M. (1991). The high school dropout problem: Economic consequences and implications for vocational education. *Journal of Studies in Technical Careers, 13*, 209-217.

High school dropouts have a profound effect on our economic system. As technological innovations, world markets, and staffing patterns continue to flourish and change, employment opportunities continue to diminish for high school dropouts. This report discusses the characteristics of potential high school dropouts and presents the dropout problem within the context of future job skills requirements. Economic considerations such as unemployment rates and national economic loss are included. In addition, Kraska identifies strategies to help teachers and counselors assist dropout-prone youth to make a productive transition from school to work.

Kutscher, R. E., Berman, J. M., & Cosca, T. A. (1992). Outlook 1990-2005: Major trends and issues. The 1990-2005 job outlook in brief. *Occupational Outlook Quarterly, 36*.

The authors indicate that the economy will grow more slowly in the next decade due to slow labor force growth. Service industries will provide most new jobs, and higher educational attainment will be needed to compete in an increasingly diverse workforce.

Lee, C. (1991). Balancing work and family. *Training, 28*, 23-28.

The author describes responses of some companies to increasing demands for family-work balance in terms of flexibility in hours and leave policies, child care, and benefits.

Leitzel, T. (1991). A plan to restructure occupational education to meet workforce demands. *Journal of Studies in Technical Careers, 13*, 167-180.

In this article, Leitzel provides a provocative inquiry into certain fundamental elements common to occupational programs and into the notion that quality planning cannot be legislated. Instead, incremental, thorough, and rational planning will produce the substantive outcome desired in the process of examination and restructure. Alternative program offerings that have a proven record are presented as a way to stimulate the innovative aspects needed to establish a responsive program of occupational education.

Logan, J. P., & Byers, C. W. (1992). Perspectives of workplace basics and training delivery services. *Journal of Studies in Technical Careers, 13*(3), 231-238.

Workplace changes caused by advancing technology, international competition, and a manufacturing shift to work groups rather than specialized assembly-line production call for personal and interpersonal skills such as adaptability, teamwork, and problem solving. A survey of Kentucky business and industry supports the importance of these skills as job training basics. The survey also examines educational requirements, pre-employment testing, and delivery of job training services.

Mehan, H. (1992). Understanding inequality in schools: The contribution of interpretive studies. *Sociology of Education, 65*, 1-20.

The article discusses the contributions of interpretive studies to the theories that attempt to account for social inequality. According to Mehan, schools are also composed of programs and practices that respond to competing demands that often unwittingly contribute to inequality.

Moll, L., & Diaz, E. (1987). Change as the goal of educational research. *Anthropology and Education Quarterly, 18*, 300-303.

Two case studies were conducted with working class Hispanic students and their teachers. The authors conclude that there is nothing about students' language or culture that should handicap their school but that using community settings will provide the social, linguistic, and intellectual resources to facilitate educational change.

Petrina, S., Craven, H., & Powell, A. (1993). The United States in transition and vocational education reform. *Journal of Industrial Teacher Education, 31*, 105-112.

In order to respond effectively to the economic transition taking place in the U.S., the authors suggest that vocational education must change. They propose that for vocational education to be an economically and socially vital program, it must focus simultaneously on subject matter integration, private sector collaboration, and preparation for high-skilled and technical careers.

Pratzner, F. (1985). The vocational paradigm: Adjustment, replacement, or extinction. *Journal of Industrial Teacher Education, 22*, 5-19.

Pratzner indicates that numerous changes in American society have significant implications for vocational education. In order to answer questions these changes raise, it may be useful and appropriate to view vocational education as a paradigm. After discussing the paradigm, the author suggests that an alternative, responsive paradigm should be developed, aiming at greater clarification and understanding of the appropriate role and function of public vocational education.

Ryan, R. D. (1988). School-to-work transition for special needs students. *Journal of Vocational Special Needs Education, 11*, 9-12.

Ryan discusses the unique challenges of assisting special needs students in making the transition to the workplace. He advocates a student mentored classroom environment with a focus on developing

leadership, multiple and specific job skills, participatory skills, and company specific knowledge.

Sanders, C. S. (1988). Economic development: Commitment, communication and coordination. *Journal of Studies in Technical Careers, 10*, 117-124.

Community and junior colleges play a vital role in the economic development process. They serve as catalysts in planning and implementing the efforts of the involved groups (i.e., business, industry, labor, all levels of education, and government). They also provide technical assistance through program offerings, services, and resources. Sanders identifies ways for the various groups to display a commitment, communicate, and coordinate their efforts so that economic growth results.

Semple, N. M. (1986). Vocational education: The missing link. *Peabody Journal of Education, 63*, 71-89.

Semple indicates that vocational education has a poor reputation. The single most important reason that vocational education fares poorly is that many students lack the basic skills and sufficient academic preparation necessary to be able to gain from occupationally specific training. A second equally significant cause is that too many vocational courses have no relationship to today's workplace. These problems need to be addressed along with investing in programs that pay off and ending those that do not.

Task Force on the Role of Community Colleges in Economic Development. (1988). Community colleges and economic development. *Journal of Studies in Technical Careers, 10*, 91-104.

This article reports on a questionnaire study for the National Council for Occupational Education, an affiliated council of the American Association of Community and Junior Colleges, by the Task Force on the Role of Community Colleges in Economic Development. The study confirms that a central issue for community, junior, and technical colleges is economic development. Colleges that appear to be most

actively involved are in states where a statewide initiative encourages these activities.

Thomas, D., & Gray, R. C. (1992). An analysis of entry-level skills required for blue-collar technicians in electronics firms. *Journal of Vocational Education Research, 16*, 59-77.

This research article examines the entry-level job skills required and/or preferred of technicians employed by electronics manufacturing firms. The 93 responding firms indicated that the two skills most often required of new workers were "following directions" and "mastery of basic electronic vocational skills." Least important were leadership skills, creativity, and ability to communicate in writing.

U.S. Department of Labor, Bureau of Labor Statistics. (1987, Fall). Projections 2000. *Occupational Outlook Quarterly, 31*.

The fall issue is devoted to a presentation of projected changes in the labor force for the year 2000. A series of charts on changes in labor force composition, economic growth, industrial structure, and occupational employment and educational attainment are presented.

U.S. Department of Labor, Bureau of Labor Statistics. (1987, September). Projections 2000. *Monthly Labor Review, 110*.

The entire issue is devoted to articles discussing the economic, labor force, industry output, and occupational employment trends to the year 2000.

Vaughn, R. J. (1991). New limits to growth: Economic transformation and vocational education. *Phi Delta KAPPAN, 72*, 446-449.

The author's major concern is that the main limit to economic growth in the United States is the growing need for skilled labor. Vaughn advocates vocational education as the most effective way to bridge the skills gap and develop a productive workforce.

Yuen, S. C. (1988). The challenge of microcomputer technology to vocational education. *Journal of Studies in Technical Careers, 10*, 49-58.

Yuen applauds the increasing prevalence of microcomputer technology in educational settings and examines the breadth of possibilities: computer-assisted instruction, computer-managed instruction, and computer-assisted guidance. He contends that vocational educators need to pay special attention to the ways microcomputer technology can enhance diverse programs and to the effect of teachers' attitudes on the expansion of the curriculum. Through inservice training and other efforts, vocational education should be equal to the challenge of developing a computer literate populace—the massive educational thrust of the 1990s.

E. Presentations

Cole, P. F. (1989, September 11). *The new American worker.* A paper prepared for a conference by the New York Senate and Policy Options and Strategies for Labor Shortages at Buffalo.

The paper provides an overview of the changing economy and workplace and restructuring needed in the nation's schools. School-to-work transition using the apprenticeship model is discussed.

Middelton, J., Van Adams, A., & Ziderman, A. (1989, December). *Skills training for productivity in the modern sector of developing countries.* Presented to the International Vocational Education and Training Association, Orlando, Florida.

The paper discusses the barriers to policy options and strategies that can improve the flexibility and efficiency of skills training. The economic context and capacity of training systems to respond to the future are presented along with barriers and recommendations for policy options to overcome these barriers in different economic contexts.

II. Information Sources on Workforce Preparation Issues in the United States

AFL - CIO Human Resources Development Institute
815 16th Street, NW
Washington, DC 20006
(202) 638-3912

Alfred A. Knopf, Publisher
201 East 50th Street
New York, NY 10022
(212) 751-2600

Allyn & Bacon
160 Gould Street
Needham, MA 02194
(800) 852-8024

American Counseling Association
5999 Stevenson Avenue
Alexandria, VA 22304
(703) 823-9800

American Production and Inventory Control Society
500 West Annandale Road
Falls Church, VA 22046
(800) 444-2742

American Society for Training and Development
1630 Duke Street
Box 1443
Alexandria, VA 22313
(703) 683-8100

American Youth Policy Forum
1001 Connecticut Avenue, NW
Suite 301
Washington, DC 20036-5541
(202) 775-9731

Auburn House Publishing Company
88 Post Road West
Westport, CT 06881
(203) 226-3571

Ballantine/Fawcett Books
201 East 50th Street
New York, NY 10022
(212) 572-4958

Basic Books
10 East 53rd Street
New York, NY 10022-5299
(800) 782-2665

The Berkley Publishing Group
200 Madison Avenue
New York, NY 10016
(212) 951-8800

Berrett-Koehler Publishers
155 Montgomery Street
San Francisco, CA 94104
(415) 288-0260

Bob Adams, Inc.
Holbrook, MA
(617) 767-8100

The British-North American Research Association
Grosvenor Gardens House
35-37 Grosvenor Gardens
London Swiwobs, Great Britain
(071) 828-6644

The Brookings Institute
1775 Massachusetts Avenue, NW
Washington, DC 20036
(202) 797-6258

Business-Higher Education Forum
American Council on Education
One Dupont Circle
Suite 800
Washington, DC 20036
(202) 939-9345

Business One Irwin
1818 Ridge Road
Homewood, IL 60430
(800) 634-3961

The Carnegie Foundations for the Advancement or Teaching
5 Ivy Lane
Princeton, NJ 08540
(609) 452-1780

Center on Education and Training for Employment
The Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
(800) 848-4815

The Center for Occupational Research and Development
601 C Lane Air Drive
Waco, TX 76710
(817) 776-1822

Center for Social Policy Studies
1717 A Street, NW
Suite 1200
Washington, DC 20006
(202) 833-2530

The Center for Strategic and International Studies
1800 Street, NW
Suite 400
Washington, DC 20006
(202) 775-3199

Center for Workforce Preparation
1615 H Street, NW
Washington, DC 20006-2000
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